

## PERSONAL COLUMN

During a short holiday in south west France over New Year, I talked to an English couple living there whose two children are at the primary school in the local town. It is dangerous to generalize about a system from one school; but this was a revelation. There is no reading scheme, no school library and hardly a book published later than the 1950s. (In one class, slates and chalk, which must be white, are on the list of equipment that parents have to provide.) This was 500 kilometres from Paris; but I wonder if the all-powerful French Ministry there knows what goes on in the sticks.

Back home, our biggest educational publishers have just reported the results of a poll of 250 primary schools. Asked how they would spend extra cash, half the teachers put books first or second – as many as those who wanted more computer or mathematics equipment.

At first sight, this further evidence of the shortage of books is puzzling. In real terms (that is, after allowing for increases in costs in the economy as a whole), spending per pupil in primary and secondary schools has increased by a quarter since 1979.

But the much better staffing ratio accounts for some of this, and higher costs per pupil of maintenance, heating and so on as rolls fall, for a good deal more. And the increase in the price of books has been staggering: a hardback novel that I bought in 1979 for £5 would cost £10 today, and a paperback priced at 95p then sells for three times as much now. It is hard to think of anything else which has been hit so savagely by inflation.

This is an area to which governors should look when, later this year, they begin to enjoy, if that is the right word, the new financial role given to them by the 1986 Education Act.

The local education authority is to make available every year "a sum of money which the governing body is to be entitled to spend at its discretion . . . on books, equipment, stationery and [the sting in the tail to which Kenneth Baker referred at the North of England Conference] such other heads of expenditure as may be . . . prescribed by the Secretary of State". A few I.e.s.s., like Cambridgeshire, go much further than this



RICHARD JAMESON

## Reading matters

The White Paper . . . 'offers some relief to schools clamouring for more books'

already by giving governors almost complete discretion over their budget for current expenditure, including teachers; but in many areas the new law may prove salutary stimulus to more spending on books.

That brings me to literature of another kind. White Papers, least of all those about public expenditure, are never likely to be on anyone's list of prescribed reading for 11 or 16-year-olds. For me, for many years, they were tools of the trade. I even helped to draft them. To the outsider they must seem as mind-numbing as those endless chapters in the Old Testament where we read that "all that were numbered in the camp of Reuben were an hundred thousand and fifty and one thousand and four hundred and fifty" (Numbers 2, 16).

Last month's Public Expenditure White Paper (Cm56), priced at £27.20 for two volumes weighing over a kilo, will tax the patience and resources even of a university and its library. (We can understand Mrs Thatcher's abhorrence of inflation when we remember that her 1972 White Paper *A Framework for Expansion* cost 31½p.)

But I doubt if these problems excuse the feeble way in which most of the serious national press mislabeled the dramatic story about education told and illustrated in Cm56. *The Times* more or less ducked it altogether; *The Guardian*, in a piece clearly

mangled by sub-editors, managed to quote almost in the same breath two very different figures, both wrong, for the planned growth in I.e.s.s. spending next year. The *Economist*, with a *Sun*-like headline "more cash, fewer kids", was a bit nearer the mark.

I called the story "dramatic". Volume I of last year's White Paper included a handsome chart, in different shades of blue, showing percentage changes by service in the Government's plans for spending (in cash) between 1985/86 and 1988/89. The average increase was 6 per cent, with employment, health and social security well into double figures, defence at 4 per cent and education languishing close to the bottom of the league – at 0 per cent.

The corresponding chart in Cm56 gives figures for the period from a base year of 1986/87, including local authorities' most recent budgets, to 1989/90. Now the average increase is 9 per cent; but education has jumped to 12 per cent, not far behind health and law and order, ahead of social security and employment, which includes the MSC, and more than twice the figure for defence. That is the result of the Government's adding £5.5 billion to their previous plans for total expenditure in 1988/89, more than half of it going to education.

Credit for this sudden reversal of priorities is shared between DES and I.e.s.s. (and,

the cynical would say, the coming election. It certainly offers some relief to the schools and teachers clamouring for more books.

The authors of the education chapter in Volume 2 of the White Paper, hardly able to conceal their glee under the stately prose, tell us that the new plans should allow I.e.s.s. "to make significant increases in spending on books and equipment in primary and secondary schools".

I hope, too, that there may be some indirect benefit for the Third World. Books for Development, a registered charity, sells English language textbooks to schools in East and West Africa. I have seen a list of its work here, and it seems admirably effective: Peter Newsam is its vice chairman. But if it is to do more, it must have more of relevant books, in good condition, I.e.s.s. and others no longer need, and cash to pay its modest overhead costs. A visit, letter or phone call to the director, Lady Gifford, at Regent's College, Regent's Park, London NW1 4NS (01-935 1370) will be welcomed. As Francis Bacon wrote his essay on education, "Good government nourish virtue grown, but do not much improve the seeds."

### NEXT WEEK

North-South divide  
Jeremy Sutcliffe visits Sheffield and Bedfordshire to compare education in the two halves of England

Governors versus heads  
Are the battles of the board getting out of hand?

TIE preview  
Timothy Ramsden offers a critical guide to regional theatre-in-education programmes

Extra: children's books

## THE TIMES

# Educational Supplement

FRIDAY FEBRUARY 13 1987 NUMBER 3685

FIRST PUBLISHED 1910 PRICE 50p

## Northern jobs famine gnawing at schools

by Jeremy Sutcliffe



Trapped in the north: even headteachers such as Mrs Ann Hadley find it difficult to move south because of the higher property prices. She is more concerned, however, about the marked increase in stress among Sheffield families forced to live on the breadline.

The widening gap between the relatively affluent south-east of England and depressed areas of the north is causing major problems for the education service.

This is revealed by a TES investigation of two similar-sized communities – Sheffield in the north and Luton in the south.

The TES has found that disillusionment with schooling is far greater in the north because of the bleak job North-south divide, pages 16-18

prospects. And the widening difference in house prices makes it difficult for teachers in the north if they want to take jobs in the south.

One teacher is even being forced to give up a new job in Luton and return to a lower-paid post in the north because he cannot afford to buy a suitable home for his family. A terraced house in Luton costs at least £20,000 – twice as much as it does in Bolton.

Headteachers, too, often pull out of the hunt for jobs in the south after realizing that they cannot afford the cost of living.

Many I.e.s.s. in the north are also losing out financially because there are fewer takers for the surplus school

buildings and land released by falling rolls. Even if they do manage to sell, they find that whereas land in Luton could fetch £300,000 an acre, the market price in Sheffield is only £100,000.

The Yorkshire town also appears to be suffering from the effects of long-term deprivation – with an increase in absenteeism as pupils lose hope of obtaining fulfilling employment, and a rise in the number of children entitled to free school meals.

Three years ago Luton's unemployment rate was as bad as Sheffield's, but sunrise industries and new technology have done much to restore the community's confidence and made it easier for teachers to motivate teenagers.

● Sky-high property prices have prompted Essex County Council to produce a package of financial incentives to attract the teaching staff it badly needs.

Among these is a three-year mortgage subsidy to encourage moves from other parts of Britain. It estimates the payment is potentially worth £100 per month for the first two years of the mortgage and £50 in the third.

The subsidy is linked to the Nationwide Building Society's quarterly review of house prices.

### NOTICEBOARD

#### PEOPLE...

John Baggaley, head of Silcoates School, Wakefield, to be chairman of the Society of Headmasters of Independent Schools in succession to Mr John Dale, head of Tottenham College, Wolverhampton.

Professor Sir Frederick Warner to be chairman of the Council of Science and Technology Institutes and Dr Anthony Roe to be executive secretary.

Mrs Margaret Gibbon to be primary schools inspector for Croydon. She was formerly head of an East London infant and nursery school and worked as a primary inspector with the Inner London Education Authority.

Mr Anthony O'Neill, deputy head of St Mary's RC primary school, Blackburn, to be head of Our Lady and St Hubert's RC primary school, Great Harwood, in succession to Mr David Rushton, who is leaving to become head of Hill Hill St. Peter's RC primary school, Blackburn.

#### CONFERENCES...

February 26  
Geography in the primary and middle schools at Gipsy Hill Site, Kingston Polytechnic with Dr H. Gullis, R. Bland, S. Culling, D. Rosa, M. Storm, and P. Pearce for primary and middle school teachers of geography and environmental studies. Fee £2. Details from Ken Bland, Senior Lecturer in Geography, Faculty of Education, Kingston Polytechnic, Gipsy Hill Site, Kingston Hill, Kingston upon Thames, Surrey KT2 7LB.

March 2  
Careers in photography organized by the Photographic Education

Group at Granville College, Sheffield for members, careers teachers and officers, counsellors in schools and FHE teachers and lecturers in art departments. Includes lectures, demonstrations, exhibitions, video and audio-visual presentations. Fee £16 (£14 members). Details Mrs Sylvia Barnes, Conference Director, 29 Park Hill, Swallowwell, Sheffield S31 0UN.

March 14  
Maths into the 21st century – National Association for Primary Education conference at Guillemont school, Farnborough, with Alzei Ahmed, director of the DES Raising Achievements in Maths project, and Nick James, lecturer in mathematical education at the Open University. Fee £5.80 (£6 non-members). Details from Mr D. Morton, NE Harms Teachers' Centre, St Albans Hall, Lynchford Road, Aldershot GU11 2HH.

#### COURSES...

February 16-18  
School nurse workshop in health education – designed with the role of the school nurse in special and ordinary schools at Castle Priory College, Wallingford. The aspects of education in which the school nurse could be involved, the influence of the 1981 Act and current health education issues will be discussed. Tutors Mrs Muriel Thurston and Miss Rosemary McCloskey. Fee £47 tuition; £42 residence. Details from Mrs J. Knowles, Principal, Castle Priory College, Thames Street, Wallingford, Oxon.

March 9  
A University of Leeds Counselling and Career Development Unit – course for staff with an in-service

training role on appraisal skills, personal, social and health skills, counselling skills, the management of change and training trainers. Details from Ruth Stafford, CCDO, 44 Clarendon Road, Leeds LS2 9PJ.

March 14  
What's new in primary history? organized by the Historical Association at the Tower of London with Ann Low-Beer, Nick Whines and Liz Cleaver (BGS), Stuart Wilkinson, Peter Hammond, Geoffrey Toms and Mike Corbishley. Fee £25 (£11.50 non-members). Details from The Historical Association, 59a Kennington Park Road, London SE11 4JH.

March 16  
A workshop on the use of computerized network systems, such as Prestel, Marie, Ecclis, Taps and Polytel, in education and training, run by the Centre for Educational Development and Training, Manchester. Fee £21. Details Mrs Madeleine Agnew, CEDAT, Manchester Polytechnic, Elizabeth Gilwell Site, Hathersage Road, Manchester M13 0JA.

East and summer  
Scholarship language courses in Germany for A-level German students at Barghthelke at Easter and Osnabrück, Butzbach and Lauterbach during the summer. Details from International Study Programmes, The Manor, Hazleton, Cheltenham, Gloucestershire GL51 4EB.

#### EVENTS...

February 23-27  
West African museum – a half-term holiday programme for children in the Activities Room of the Commonwealth Institute with

Nigerian musician Adesose Wallace. Admission free. Details from the Institute, Kensington High Street, London W8.

March 3  
The fifth annual IBM/North Westminister education lecture will be given by Malcolm Ross, senior lecturer in arts education at Exeter University, on *Education and the arts*. Tickets available free from the Lecture Secretary, North Westminister Community School, Penfold Street, London NW1 6PX.

#### INFORMATION...

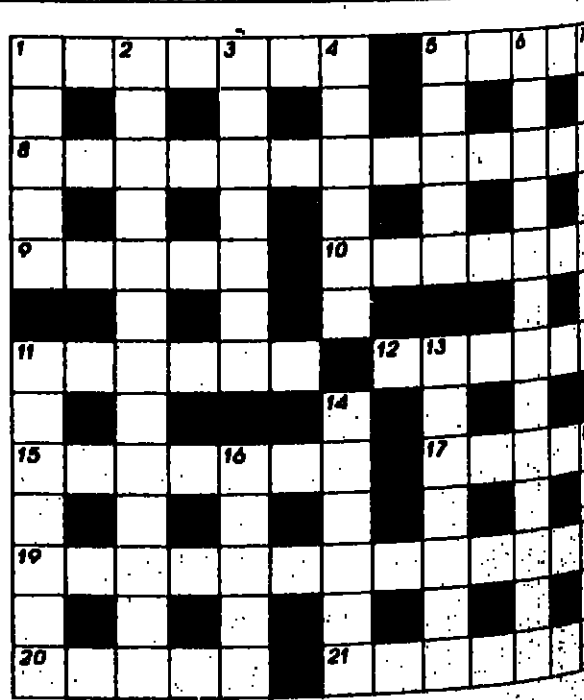
Avery Hill reunion  
Students who joined Avery Hill college of education in October 1962 or who completed their course in the summer of 1965 are invited to write to Chris Warble, 15 The Green, Old Comforth, Co Durham DL17 9JQ for details of an informal reunion.

Sculptors in residence  
Two experienced sculptors wishing to work with children under the arts-in-residence scheme seek interested schools. Please send a stamped addressed envelope for further details to Robert Jones, The Cottage, Mowlands Farm, Fifth End, Bordon, Hampshire or David Gross, Sandhays, Echo Ben Lane, Wrexleisham, Farnham, Surrey.

#### COMPETITIONS...

Young composers  
Composers of musicals under the age of 30 are invited to enter the 1987 Vivian Ellis Prize, sponsored by the Performing Rights Society and the Guildhall School of Music and Drama. Entry forms are available from the PRS/23-33, Berners Street, London W1P 4AA. Closing date is March 27.

### No 291 CROSSWORD by Ruth



#### Across

- 1 Throw out a proposed scheme (7)
- 2 Set great store by (5)
- 3 We don't know what to do of these unusual stage entrances (3, 6, 2)
- 4 Girl describes publicly (5)
- 5 A man of fine taste (7)
- 6 Talks about the right navigational aids (6)
- 7 Added just in the kitchen (6)
- 8 Admit that you take in stolen goods (7)
- 9 Lay in a lot of (6, 3)
- 10 Reverse the charge (7-6)

#### Down

- 1 Reassent shown when the card game is unfinished (5)
- 2 Start relating what a would-be sewer should do (4, 2, 7)
- 3 Serious Eastern muddle (7)
- 4 Where drinking is a beauty spectacle (6)
- 5 One who believes in British industry (5)
- 6 Take the lead (6, 3)
- 7 E is not, inglet meant (7)

## Protest over girls' unit sackings

by Julia Hagedorn

All five staff of the Girls' Work Unit at the National Association of Youth Clubs in Leicester have been dismissed and the unit disbanded. They were told last Tuesday that they had until noon the next day to leave the building.

There was an immediate protest from youth workers around the country who said the unit had broken new ground in male-dominated youth clubs that had traditionally offered little more than darts and table tennis.

The decision to disband the unit was taken by the executive on January 31. The women were told that the NAYC had a budgetary crisis and that, as the girls' unit had achieved its objective, it would become part of the mainstream work. Local associations had also given the unit's work a low priority.

But one critic of the sackings, Ms Sue Atkins, president of the Community and Youth Workers' Union, said that such youth club work was still almost solely concerned with young men.

Half-day strikes planned for next month could herald sustained disruption for months ahead if teachers carry out a threat of other contract-breaking action.

The Government was "disappointed" by the news, parents "devastated", and headteachers warned again that they may be caught in the middle of "guerrilla war" in schools unless local authorities policed new conditions of service.

As the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers prepared to ballot members on a series of half-day strikes, Mr Kenneth Baker, the Education Secretary, appealed over the heads of union leaders for teachers to be more "sensible".

Ministers hope public opinion and opposition from within unions may stop widespread action in schools and they are highlighting the "generosity" of the pay awards soon to be made, 8.2 per cent backdated to January and 8.2 per cent from October, bringing increases over two years to 25 per cent. Their officials are pointing out that,

once the Burnham pay committee is scrapped under legislation passing through Parliament and reaching the statute book next month, a Government order will be the only mechanism for getting money in the teachers' pay packets.

The NUT and NAS/UWT are inviting other unions to join a mass lobby of Parliament on February 23 when the Teachers' Pay and Conditions Bill returns to the House of Commons after what looks like a trouble-free passage through the Lords. Peers are due to give the proposed legislation a Third Reading on Monday.

Union leaders say the strike ballot is a response to pressure from their members for industrial action. They regard the Bill as anti-democratic and in breach of international labour conventions because it removes basic negotiating rights.

Mr Baker wants to consult local authorities and teachers further before imposing his pay, career structure and conditions package, but has yet to be convinced that the five tiers of promoted posts outlined in his 15-month, £608 million package should be re-

duced to four. The unions are asking parents for understanding and support in their continuing fight against the Government. Mr James Hammond, the deputy secretary of the National Confederation of "Parent-Teacher Associations", said: "Parents would be devastated at more industrial action coming back to schools." It will urge both sides to reach a settlement.

The NUT and NAS/UWT say the strikes, if confirmed by ballot, will begin on March 9.

They hope the Assistant Masters and Mistresses Association will join the action, but its executive will not consider the matter until Monday. The Secondary Heads Association, while opposed to imposition, has already made it clear that it will not take industrial action against an Act of Parliament.

The National Association of Head Teachers and the non-striking Professional Association of Teachers will not take industrial action.

The NUT, NAS/UWT, and ANMA have postponed debate on other disruptive measures such as breaking agreements on cover for absent col-

leagues, withdrawal of goodwill, and refusal to co-operate in appraisal projects, until another meeting on March 5, when the degree of support for strikes will be known.

The Government easily overcame Labour and Alliance attempts to preserve some real negotiating rights, backed by law, when the Bill went through its Report Stage in the Lords last Monday.

The Alliance proposed a pay review procedure based on a form of collective bargaining by teachers and employers, with arbitration and parliamentary right of veto on the grounds of national economic interest. Labour, despite reservations, supported the suggestions, which were defeated by 151 votes to 124.

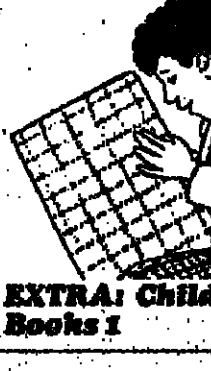
● Negotiations for the Association of University Teachers were recommending acceptance by their executive of a pay offer from vice-chancellors as *The TES* went to press. The proposals would give teaching and related staff an increase of 16 per cent, backdated to December 1 last year with a further 7 per cent in March 1988, associated with a complex restructuring package.

## New wave of disruption threatened

by James Melkie

### THIS WEEK

COMMENT  
DARY  
SCHOOL TO WORK  
OVERSEAS NEWS  
LETTERS  
LATTERS  
NATURE  
REVIEWS/BOOKS/ARTS  
THEATRE/CINEMA  
MUSIC/CLASSICAL  
NOTES/CROSSWORD  
CLASSIFIED



Plagues in the middle

Hands on a platter

Plagues in the middle

Hands on a platter

Plagues in the middle

Hands on a platter

Plagues in the middle

EXTRA: Children's Books 1 41-46





EDUCATIONAL SUPPLEMENT  
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

## Competent and independent

When the Government (in 1889) first decided to make grants to impoverished university colleges, the Treasury Minute authorized the appointment of "a small committee of men well-versed in academic questions, to elaborate a plan for the distribution of the grant". Now, some 98 years later, the activities of the University Grants Committee have been reviewed by a team of eight men and one woman (Mrs Mary Baker, a director of Thames Television and Barclays Bank, who resigned in May, 1986, when her husband became Secretary of State for Education and Science). The chairman was Lord Croham.

Lord Croham is a former permanent secretary of the Treasury and head of the Civil Service. Among the great and the good, they don't come any greater or better than him. It was his job to see that the recommendations were compatible with long-term Government thinking (if there is any long-term Government thinking). At the same time, the review group—which included two former vice-chancellors—clearly wanted to operate within the conventions which set the independence of the universities as a good in itself. They were looking for a way of re-stating the case for "a competent and independent UGC". By independent they mean "independent of any pressure groups within higher education". In an interesting passage, they refer back to the traumas of 1981 when critics of the UGC argued that the council had failed to "make the universities' case". This implied a suggestion that it was the UGC's job to lobby on the universities' behalf. In fact, says the report, the UGC did explain to the Government the consequences of the cuts, but in accordance with the conventions of the time, "it did not do so publicly".

The concept of a competent and independent University Grants Council is well worth re-stating, provided the politicians respect its independence, too. As reformed by Croham it would be a smaller body of about 15. There would be a part-time chairman who should be "an eminent figure with substantial experience outside the academic world combined with a strong personal interest in higher education". The director-general would be the full-time chief executive, someone with qualifications similar to those of past chairmen of the UGC. The other members would be drawn in "broadly equal" numbers from academics and non-academics.

All this comes within the remit of streamlining the UGC and increasing the lay representation. There are lots of recommendations about how the council would work and the management information it



Lord Croham

would need to collect and process to take good decisions about the allocation of resources.

But in the present political climate the important issues revolve around the Government's relationship with the UGC and the universities. An intermediary body like the UGC, they assert, exists for the purpose of "insulating the distribution of grants from immediate political pressures". But as they wrote these words they must have recognized that the present Government dislikes the idea of grants which it cannot influence politically. Still, if the Government could be persuaded to buy it, the most ambitious Croham proposal is very attractive. Why not adopt the triennial as the planning period, and tell the universities how much they will receive in cash for three years at a time?

This would mean a four-stage process. First, the Government would set out its guidelines and priorities. Second, the UGC would tender its advice to the DES. Third, the Secretary of State would announce how much the UGC could dish out. And fourth, the UGC would write individually to the universities, telling them how much they could spend and what strings were attached.

It sounds splendid. The Government would really and truly have to lay down guidelines and try not to interfere along the way. Presumably it would monitor how far its guidelines were observed, so there might in the end be a bit more interference than is suggested at first sight. But in theory, at least, having laid down its guidelines (about four years ahead) it would then stand back and let the UGC get on with it.

From the universities' point of view this sounds a bit too good to be true, and many will want a hard look at the gift horse. There is the inflation point.

Without indexing, even 5 per cent annual inflation would wreak havoc on university budgeting. And there are basic doubts about the credibility of the idea that governments could think three or four years ahead and not have their minds changed by external events, economic crises, elections, Bright Ideas...

The universities have been so severely scarred by the failure to make realistic allowance for inflation in the past that they will always be very chary of long-term commitments. They know they have, in reality, to live with PESC, and the annual public expenditure White Paper.

All this suggests that Croham may be one of those judicious but dangerous public documents which governments use to their own purposes—picking up the bits they like, throwing away the bits they don't. One proposal extends far beyond the universities: a United Kingdom Education Commission, looking at education at all levels—advisory, not executive—would provide exactly the kind of independent advice on education policy which is now missing. Or would it? Would it simply become a stamping ground for the vested interests? Attractive as the idea is, if successive Secretaries of State couldn't stomach the Central Advisory Council set up under the 1944 Act, why should they welcome its big brother?

Even as Croham lands on ministerial desks, the air is full of rumours about a new White Paper on public sector higher education, reviving the Mark Carlisle plan to take the polys and colleges of higher education out of local government and pay for them by direct grant. NAB would lose its top tier (and the local politicians) and act as an arm of the DES.

If this turns out to be true, it would fit in with the election theme of attacking the local authorities, and suggest a series of radical measures if the Conservatives get a third term. If HE goes to the DES and not advanced, work-related, FE goes to the MSC, what does that leave for the I.E.A.s?

There have been persistent reports (usually attributed to Lord Young) that a new, MSC-related structure might be imposed on post-16 education, by-passing local politicians and giving more power and influence to industrialists and bureaucrats.

Yet questions which arise are legion. What would be the implications (if any) of any plans to nationalize public sector higher education for the Government's decision on Croham? Will direct-grant funding tighten control over poly policy? Till now, Governments have allowed direct-grant institutions a lot of freedom, but times are changing. Will *dirigisme* take over in higher education as elsewhere in education?

## COMMENT

### No-holds barred

Just as the first duty of doctors and nurses is to their patients, the first duty of teachers is to their pupils and students. The decision by the two largest unions to take steps to bring their members out on strike is the latest and most unhappy consequence of the passage of Mr Baker's Bill through the House of Lords.

There is a great deal to be said for the moral clarity of the Professional Association of Teachers and the Royal College of Nursing in excluding strikes from their repertoire of industrial action. But the fact of the matter is that just as most people who hate war are not pacifists, so too, most teachers who deplore strikes are not absolutely opposed to strike action. And the reason is obvious: they believe that they will be exploited by their employers (which now means the Government, in all but name) if they lay down in advance the ultimate sanction.

The TES deeply deplores the prospect of more strikes and disruption, particularly at this stage when they can achieve nothing. But when Mr Baker says "the threat (of strikes) is not what people expect of a profession", he is cynically exploiting the teachers' professional dilemma.

By going ahead with his Bill, Mr Baker has deliberately challenged the unions to respond. He has led the

teachers on to the punch. It is quite clear that renewed strikes will be met by a barrage of propaganda and a no-holds barred campaign to mobilize parents against the teachers. The teachers' leaders cannot, as the saying goes, stand idly by. But industrial action which misfires could do the teachers' cause immense harm as the election campaign heats up.

Given the havoc which the pay dispute caused over the past three years it will be a national disaster if, instead of getting back to something like normal, the schools are plunged once more into a downward spiral of disruption and sinking morale. Neither the profession, nor the nation, can afford this luxury to consolidate the Secretary of State's ambitions. Strikes now are more likely to strengthen Mr Baker's position than the teachers'.

Tactically, the teachers' most effective weapon is the rule book Mr Baker's Bill imposes on them. If they want to show that Mr Baker's authoritarian stance is unacceptable they have the opportunity to prove it when it comes to settling all the consequential details. They have it in their power to show all too effectively how dependent the education service is on negotiations with the teachers' representatives.

Cover is the obvious case in point. A line-by-line study of the rule book would be professionally stultifying but more effective than sporadic half-day strikes which are bound to excite public hostility if they get their money, didn't they?

### Full marks for error?

First reports of the document published this week by the Associated Examining Board (page 5) made it sound almost intentionally inflammatory. What, full marks for an answer containing a grammatical howler one would normally expect from a semi-literate 13-year-old? Britain must indeed be going to the dogs!

A careful study of the 100-page pamphlet *Principles of Assessment in Modern Languages at A level* leads to conclusions which are not so comfortably cut and dried. The cause of all the outrage occurs in the course of one particular segment of the exam which accounts for one-fifth of the total mark: the candidate who writes "he had stole" is in the process of demonstrating his comprehension of a longish passage in French; his comprehension is accurate, say the examiners, even if his English grammar is not.

The document goes out of its way to stress the importance of examiners isolating the ability they are marking at every stage: accurate grammar, it claims, will already have been adequately tested in an earlier paper. And if there is one quality which is excluded by the document as a whole, it is analytical rigour. The commentators on individual examples are overwhelmingly successful in combining the

latter quality with real linguistic sensitivity.

On the other hand, that "he had stole" does raise questions, not least that of the plausibility of a pupil recognizing the past tense in French but failing to reproduce it in English. It shows too, that the compartmentalized nature of current marking methods has its ludicrous side. And it does nothing to dispel anxieties about the level of literacy expected from future generations of sixth formers.

The fashionable but erroneous view that grammatical accuracy can be divorced from some nebulous ability to "communicate" will also be strengthened by the examiners' pronouncement. And the fear that there is a levelling-down process at work will be fuelled by another very revealing little point in the document. Students, asked to explain in French that a room is sound-proofed, will get full marks for a grammatically correct description of the silent space. Fine, but read on: those few who use the *mot juste* (*insonorisé*) will receive "equal credit". Only equal. No extra mark for specialized knowledge.

## no comment

"The pursuit of excellence in drama and dance and other subjects should not prevent children from taking part in drama and dance activities." From job description for head of I.E.A. drama service.

## Second Opinion

### Pupils as language experts

The Government has decided to view what we teach children about language—specifically, to develop a model of language, a set of teaching principles and classroom strategies and a list of age-related achievement criteria. They have set up a committee of inquiry to sort out the what, how and when of a knowledge-based language curriculum.

This latest initiative in English language teaching, in the wake of *English from 5 to 16* and its *Reporters*, provides a welcome opportunity to halt the silly talk about language those knee-jerk reactions about the demise of the apostrophe or the need for seven-year-olds to recognize a subjunctive or whatever.

The committee can set the direction of language along more probable lines. It can provide a model rather than the child's varied use of language rather than one that prescribes standardized forms, and it can refer language not as a static body of knowledge but as a system which is created and recreated each time we speak and write.

But alongside this prospect of valuable outcomes, there are a few worries. One major concern is that the committee has been given no task for teaching children about language.

Questions such as "why should children learn about language?" or "should children learn about language?" are not addressed. How moved along in the debate rather quickly, and been asked to agree to teaching about language makes language-users before that case is proved? The committee must make assumptions.

A related problem is that the existence of this committee may distract us from more important issues about the language curriculum. Already the committee has been referred to as the English Inquiry, giving the impression that its brief is far wider than it is.

Knowledge about language is but one small part of the subject *English* and for many a minor part—in *English from 5 to 16*, it was the fourth of five aims.

While, no doubt, the committee will strive to point out its limited role in advising on an English curriculum, almost inevitable outcome will be a shift in the balance of language work.

A further worry is that this special knowledge about language will be divorced from "knowing how to use" language from "knowing about" it. The committee produces age-related objectives which list facts about language that children should know, but may assume that these can be achieved out of context from other language tasks such as reading and writing.

But here I risk judging the committee before it has even met. In the past, of reference, the teaching principles and strategies are placed firmly before any mention of age-related objectives.

This directs effective types of language identity effective types of language before stating desired learning outcomes. Much help is available in the report. For example, teachers in the Schools Curriculum Development Committee's National Writing Project group are asked to engage in the writing process, learning how writers develop and developing strategies for different writing tasks. There is no instruction in the structure of language, yet there is a strong bias among pupils that they are learning language experts.

There is nothing like a language help focus the mind. This committee will be successful, in part at least, in promoting discussion of underlying language teaching.

Pam Czerniewska is director of National Writing Project.

## NEWS

Barry Hugill reports on the claims and counter-claims following last weekend's political speeches

# But I thought of it first. . .

There was some dispute this week about who first suggested a national curriculum for the nation's young.

On the right Mr Kenneth Baker was graciously welcoming the conversion of Mr Giles Radice, Labour's shadow education spokesman, to the idea—an idea for which the education minister was claiming credit.

For his part Mr Radice was having none of it. "Giles is obviously flattered that Baker has picked up on his ideas," was the response of one of his aides.

Speaking to the Young Conservatives in Scarborough, Mr Baker asserted that the party, and Conservative thinking, were determining the terms of the education debate. "We set out the idea for a national curriculum and it is now accepted by the Labour Party," he said.

The minister outlined a common range of subjects for all pupils up to the age of 16—English, maths, history, geography, science, technology and at least one foreign language.

And he outlined a plan for testing pupils in the basic subjects at ages 7, 9, 11 and 14.

Mr Baker poured scorn on the local authorities, particularly Labour-controlled ones. He was scathing about those L.E.A.s who have advocated a non-competitive approach to schooling.

"It has become rather unfashionable to give tests to children today because there is a belief that that segregates the winners from the losers," he said.

But Mr Baker made it plain that he is not interested in a re-introduction of selection at 11.

It was, in the circumstances, a brave assertion. Mrs Thatcher had won rapturous applause from Young Conservatives when she said: "One of the biggest mistakes ever made was to abolish most of the grammar schools."

Where Mr Baker was scornful, the Prime Minister was vitriolic. "Parents do not want teachers forcing what is called 'positive images for gays' on innocent children. They want traditional values and a framework of discipline."

Moderate Conservatives pledged this week to fight any attempt by the Government to restore grammar schools.

They intend to launch a new pressure group next month, the Conservative Education Association, to combat the growing influence of the radical right.

The new association will be firmly committed to comprehensive schools and will attack measures such as the Assisted Places Scheme and the proposed city technological colleges.

Their aim is, in the words of one

To this end the Conservatives were determined to "take some powers away from the Haringeys and the Brents" and to "insist that every child is taught certain basic subjects".

At much the same time as the Prime Minister and her Education Secretary were lecturing their young supporters, Mr Kinnock and his would-be education minister were wooing their local government members at a conference in Leeds.

It is no secret that Mr Kinnock and Mr Radice are no friends of the Haringeys and the Brents of this world. Both have publicly distanced themselves from the antics of the more ideologically pure Labour councils.

But at Leeds on Friday and Saturday, both went out of their way to

member, "to rescue Kenneth Baker from the grips of the far right and to restore the tradition and ideals of RAB Butler and Edward Boyle."

The main points are:

● a firm belief that the Conservative Party should be concerned "with the schools that the majority of the country's children go to";

● opposition to the restoration of grammar schools;

● faith in the ability of local government to manage the education service effectively;

defend the contribution that local government has made to the development of, from Mr Radice, the education service, and, from Mr Kinnock, the welfare state.

Indeed a pivotal part of Labour's election manifesto will be the role that local authorities will play in creating jobs and stimulating the economy after a Labour victory.

Mr Radice announced that Labour would introduce a national curriculum. This was immediately seized on by the press, and by Mr Baker, as an example of policy-making by stealth—Mr Radice having stolen the Tories' clothes.

This is not true. Mr Radice wrote a pamphlet last spring in which he outlined his commitment to a core

● resistance to any Government attempt to take control of polytechnics away from local education authorities. Members of the group's steering committee are Mr Philip Merridale, the Conservative chairman of the Association of County Councils education committee; Professor Paul Wilkinson, of Aberystwyth University; Mr Dennis Argyropoulos, a former chairman of the Conservative National Advisory Committee on Education; and two current officers of the NAC, Mr Peter Hall-Dickinson and Mr Bernard Smith.

As for authorities which were not prepared to spend more to achieve the stipulated minimum standards, then parents and electors "will have a useful means of judging the performance of their local council," he said.

## Auditors censure MSC

The Government is spending more than £1 billion a year in taxpayers' money on job training without having any real idea of the skills industry needs, according to a report published this week.

The National Audit Office, the independent public spending watchdog, says the Manpower Services

Commission—responsible for the Government's training projects—has no comprehensive information about the skills industry needs, or the talents and abilities of the unemployed.

The report is due to be debated by the House of Commons Public Accounts Committee on February 23.

# GCSE

HELP FROM HEINEMANN

AVAILABLE NOW

READING ABOUT BIOLOGY  
READING ABOUT PHYSICS  
READING ABOUT CHEMISTRY

£3.25 each  
Ed. Stuart Kellington

- \* Ideal companions for GCSE
- \* relate science to the world outside the classroom
- \* encourage reading skills
- \* questions on each spread for homework and classwork



DON'T DELAY  
RING TODAY!

HEINEMANN  
HOTLINE  
01-691 5142

or write for your inspection copies to Pauline Harris,  
quoting reference 703 RAB AT, at this address  
Inspection Copy Department, Heinemann Educational  
Books, FREEPOST NH3746, Sanders Lodge Estate,  
Rushden, Northants, NN10 9BR



In the mood: young Welsh musicians enjoy a few bars' rest at the Schools Prom Wales, jointly sponsored by the Association of Music Industries, Commercial Union Assurance, Marks and Spencer, and The TES. Review page 33.

## Redeployment talks to start in inner London

Leaders of the Inner London Education Authority and teachers' unions begin talks today over plans to avert a budget crisis by compulsorily redeploying staff.

Individuals would get £1,000 to move.

The discussions follow a National Union of Teachers decision to lift the suspension of the officers in its Inner London branch. An NUT disciplinary committee meeting earlier this week reprimanded seven officers for calling an unofficial strike earlier this month.

● The ILEA is facing the possibility of strike action by college lecturers over its proposals for tertiary reorganization.

The authority is under pressure to review its plans following the threat

made by staff at Hackney College's Popular site and growing concern within the controlling Labour group that present proposals may be too limited.

The local branch of NATFHE, the college lecturers' union, voted unanimously this week for strike action. It wants firmer assurances of jobs for existing lecturers and guarantees that traditional subjects such as engineering will not be cut.

● Ms Frances Morrell, ILEA's leader, spent £1,464.50 of the authority's money earlier this week for seven lots of silver at a Christie's auction.

The tea trays, vegetable dishes, wine coasters, bread basket, fruit bowl and muffin dishes were the property of the now defunct Greater London Council. They will be going to the Westminster Catering College.



## PLATFORM

As the Teachers' Pay and Conditions Bill clears its final hurdles in the Lords, John Pearman fears that implementation of the structure and conditions will force local authorities into an impossible position

## Piggies in the middle

The Secretary of State for Education and Science does not, unlike his predecessor, appear to be a man much afflicted by doubt. But as he surveys the future, he might recall Dryden:

Ev'n victors are by victories undone

On the surface, Kenneth Baker has indeed triumphed. He has secured from grudging Cabinet colleagues £300 million of taxpayers' money for teachers' pay this year. At his initiative, Parliament is legislating to suspend, possibly indefinitely, negotiations between the notoriously divided teacher unions and their employers; a development the consequences of which will reverberate within the education service and beyond for years.

In his own eyes at least, he has won an obscure but centrally important argument over the most appropriate grading structure for the teaching profession. He has created the conditions in which the employers have been able to bring the teachers to acknowledge the need for pay and conditions to be considered alongside each other and for their duties and hours of work to be contractually enforceable.

Yet the glitter of these achievements seems almost certain to tarnish. The three largest unions are bitterly hostile not just to the unilateral suspension of their negotiating rights, but also to the grading structure the Government will shortly be introducing through legislation. The employers who will have to oversee the implementation of the new structure and the new contract on the ground fear becoming piggies in the middle between the unions and the Government, and are deeply apprehensive that the new legislation is evidence of a still sharper tilt away from local government towards the centre.

Kenneth Baker's success so far is undoubtedly attributable to a large extent to public impatience with the attrition of the past three years in the schools and in the national negotiations between the teachers and the employers. The local authorities have certainly not been helped by the divisions among the teachers. But it is a dishonest oversimplification to attribute the turbulence of the last three years to those divisions, when it has been obvious to all those concerned that the root cause has been the Government's slowness to acknowledge the need to devote very large sums of new money to teachers' pay.

What is so frustrating about the immediate prospects for the schools is that the Government has chosen to override the views of the education service when so many of their objectives have been achieved through the negotiated settlement between the teachers and the employers that was ratified on January 7. An enforceable contract acceptable to the Government; teacher appraisal; acknowledgement that in future pay and conditions should be negotiated together, with

acceptance of a role for Government in negotiations: these epochal changes have all been agreed between the employers and the teachers. All would have the support of the unions in the always bumpy transition that accompanies any changes requiring alteration to customary ways of thought and behaviour.

Why, then, has the Government chosen the hard way? Its stated objectives are threefold: the grading structure is

insufficiently flexible and differentiated—a favourite term of Government criticism being that the agreed structure is "egalitarian"; the pay increases cost too much; the additional parts of the package dealing with issues such as maximum class size and cover for absence cannot be afforded.

The second objection could be accommodated without difficulty by delaying the implementation of the pay deal by about six weeks. The third objection is not the central

issue—Kenneth Baker is unlikely to want to be seen arguing, for instance, against the proposition that class size should be limited to a maximum of 30. The Government's central role in the grading structure, and the Government's position on the belief that ordinary classroom teachers will only give of their best under the spur of selective measures of performance. As for the inescapable implication of the selection of "good" teachers for promotion is that those who are not promoted are not "good"; nothing could be more damaging to the morale of a service without satisfactory objective measures of performance. As for the system for over a third of posts to be five (possibly six) distinct levels of responsibility. Managing, for more than is strictly necessary, a system where over 80 per cent of schools have 15 or fewer teachers.

As for career incentives, the ample opportunity for the ambitious to achieve two, three or more promotions in a career. The agreed structure is accepted by two of the three large unions; it believes it is not to be expected enough. The structure can be modified to be acceptable to the Secondary Heads' Association; the members manage the large and complex and most difficult work in the profession from above; teachers to the heads of the schools believe the local authority agreement to be a workable basis for running the schools.

Parliament will no doubt give Secretary of State his Act. But it is still time for him to pull back the dangers of overriding a freely negotiated agreement. All of which is a dispute have perhaps been too busy to pray in aid for our various views of the needs of pupils and parents and some public cynicism on this is understandable. But it is surely the ultimate disgrace for the Government to have to risk the continuation of unresolvable disruption in the schools in order to secure unproven points on the best grading structure in schools. I beg Kenneth Baker to appear again before it is too late.

John Pearman is leader of the *Teachers' Panel* on the *Burnham* committee.

Max Morris recalls that it was Shirley Williams' Great Debate ten years ago which gave the first government push towards a . . .

## Centralized curriculum

On February 18, 1977, what has become known in educational lore as the Great Debate was formally inaugurated at a meeting in Newcastle upon Tyne. As an operation, though part of a rather badly thought-out plan of the mandarins, it will always and rightly be indissolubly associated with the name of the then Secretary of State, Mrs Shirley Williams.

It had all originated in the notorious Yellow Book, a secret report of the mandarins prepared for the Prime Minister, Mr James Callaghan, and leaked to *The TES* and *The Guardian*, which denigrated the work of the schools and the Schools Council. Teacher representatives accused it of distortions, half-truths and worse.

None of this prevented Mr Callaghan using it as a brief for his Ruskin speech in October 1976 nor Mrs Williams from proceeding with her plans and organizing the ballyhoo around them. First there were to be a series of consultations with "the teachers' organizations, the partners in industry and representatives of further and higher education", to consider how to take further the present discussion on the curriculum and on basic skills. There would then be Department of Education and Science proposals to be discussed at eight regional meetings. In fact, the preliminary consultations were purely formal and did not

be crucial. The Government was, of course, in the middle of a cuts programme, and it was clear that central intervention in the curriculum was the name of the game.

Seven sets of people were invited to the eight regional conferences which were each about 200-strong. They included the schoolteachers' unions as well as those from further and higher education, parents, local authorities, trade unions, employers, local bigwigs and DES nominees. This selected audience then met for five hours to discuss a four-point agenda, with each item opened by an appointed speaker for 15 minutes, leaving four hours for discussion—less the time taken by the minister's speech. So less than three-quarters of an hour was allowed for 200 articulate people to discuss each of the following highly important topics:

- aims and content of curriculum;
- educational standards and assessment, performance of the school system, reform of the GCE and CSE;
- teacher training;
- schools and working life.

Yet the Secretary of State had told the House of Commons that "this will be the first occasion on which there would have been widespread consultation with the parental interests. . . I hope one of the outcomes will be a more balanced view of what is happening in education".

As a serious educational operation (the whole operation was farcical) it could be said that it was a failure. Yet Mrs Williams suggested "general consensus of views" for the future of education to emerge "from conferences of this kind" and when we met her after the conference, she insisted that there was a "very positive view" for the official DES position, though no resolutions were passed, no rallies and no votes taken. She conceded, however, that there had been no support for a centrally imposed curriculum.

The Secretary of State put the argument for the need to solve the problem of families who moved from one area to another during their children's lives and whose children were then faced with a curriculum that was not familiar to them. When it was pointed out to her that the only solution to that problem was to have a centrally imposed curriculum, she totally suitably impressed.

It was clear, nevertheless, that DES was determined to go ahead with its curricular plans. There were more "consultations", and there followed the long series of circulars, the Great Debate, the Inspectorate and DES reports, the child conceived by Mrs Williams in the end of the decade, Sir Keith Joseph and Mr Kenneth

DIARY  
I  
A  
R  
Y  
Y

### Boors' bliss

Could be that the Tories are right and it was a mistake to scrap the 11-plus. The action of those Young Conservatives, who burst into a refrain of "bring 'em up, bring 'em up" following a vote at their weekend conference in Scarborough to restore hanging, was a sure sign of falling standards of behaviour, not to mention diction. Hard to say whether it is comprehensive or independent schools who should be blamed.

The youngsters were on their best behaviour for the "Matron", as they affectionately refer to the Prime Minister. They went into raptures over her fond remembrance of the good old days of the grammar schools before Labour axed them.

Many of them were still in nappies when the then Conservative Secretary of State in the 1970-74 Heath Government was approving numerous comprehensive reorganization schemes, so it understandably never crossed their minds to ask the leader: "How many grammar schools did you close down?"

### Fortune teller

Living proof that education isn't all that it's cracked up to be is Mr Jim Haseldine who until this week was clerk to the House of Commons Select Committee on Education.

Romany blood flows through his veins and though he admits that he was "born and have lived ever since under a roof", he was, until age 13, "a persistent tramp".

He has moved on to become the Registrar of Members' Interests—the civil servant responsible for monitoring MPs' extra-parliamentary earnings.

Like all good mandarins, he won't comment on his political masters, past and present. But it's no secret that he was a trifle miffed when the current Select Committee chairman, Sir William Van Straubenzee, ruled that he ought not to accept hospitality from journalists.

### Punch line

The Acronym award for worst joke of the week to Mr John Somerville-Maitle, second master at Eitham College in South London.

The decision of the London Coffee Information Centre to launch a "Certificate in Coffee Studies" is, he says, a "welcome, if belated, response to the recommendation of the Beveridge Report".

Beveridge, cups of tea, get it? A small jar of Nescafé is on its way to you, Mr Somerville-Maitle.

### Fire watcher

London's most outstanding exponents of "positive image" policies for gays have at long last realized that what they are most in need of is a positive image for themselves.

Barney's Labour councillors have decided that what they need is someone to tell their equal opportunity, anti-homophobic policies to their, at times, antagonistic constituents. What a Baptist minister threatening to starve himself to death unless the pro-gay policy is scrapped and militant parents insisting that they don't want their little Darren turned into a Dawn, it won't be the easiest of jobs.

But Bob Crossman, former ILGA member and now Mayor of Islington, has decided that he has no choice as to how to do it. He has appointed a male friend as his spokesperson, and survived to tell the tale. And he fondly recalls his days at the ILGA when, he tells friends, he used to put out the fires started by Frances Morris.

Sue Surkes looks at the task ahead for the committee of inquiry into English language teaching

## Shuffling towards the light switch



Benchmarks have been established for foreign languages learning but English will be a tougher challenge.

Language might well be the "light of the mind", as John Stuart Mill so delicately put it more than a century ago. But the best route to the switch is still a hotly disputed matter, as the Education Secretary's committee of inquiry into English language teaching will be only too acutely aware.

Mr Kenneth Baker's inquiry announcement attracted cynicism and a degree of derision from some quarters. There were those who drew a parallel with the Bullock inquiry into language and reading appointed in 1972 under similar circumstances of ministerial panic about standards. If the Bullock Report recommendations have still not been implemented, what chance does another committee stand?

Following publication of the committee's membership and terms of reference, however, interest has mounted and questions have taken a different line. What, people are asking, do the terms of reference mean when they call for a model of the English language? Is it realistic to lay down what children should be expected to understand at the ages of 7, 11 and 16? How well-equipped is the committee to tackle these aspects?

And how will it go about the business? One of the first briefings emerged from the committee's first meeting earlier this week. Members agreed to begin their work by considering what aspects of language needed to be taught to equip youngsters for adult life.

Under the chairmanship of Bristol University's vice-chancellor, Sir John Kingman, they also touched upon the concept of a model of language, deciding that it would be more than a linguistic, grammatical framework and would include references to the functions and uses of language and the contexts in which they relied.

The model would take account of examples of good practice in schools, although it would not be determined by practice alone. Mr Peter Gannon, the committee's secretary, said after the meeting: "It will not be a descriptive collection of existing examples of good practice, although such examples will inform the deliberations."

The examples will be culled from a consultation exercise due to launch in the next few days. Members will invite written evidence on the terms of reference from anyone who cares to submit it and will directly approach all the relevant organizations. (Oral evidence might be taken at a later stage.)

Within a month, they will begin visiting teacher training institutions. They will tour secondary schools this term and primary schools next term.

The consultation exercise will be used to dispel any lingering suspicions that the committee will pluck its model out of irrelevant, philosophical discussion. More significantly, perhaps, it will be deployed to calm fears that a committee with no up-to-date primary experience and only two practising teachers (both from good girls' schools

in London) will be unable to appreciate the needs of the pupil who gains grade F at GCSE.

The committee's composition contrasts starkly with that of the Bullock Committee which began with six teachers, most of whom were from the primary sector. But as Mr Joslyn Owen, Devon's chief education officer, pointed out, it is the voice of the user rather than the educationist that is now in the ascendancy.

It's true that there is an absence of people who have had immediate and relevant recent experience of teaching in schools, said one of the committee members, Professor Henry Widdowson of London University's Institute of Education, speaking before this week's meeting. "But I would have thought it does not mean that the views of these people will not be fully taken into account."

On the question of a model of language, the committee will not be short of advice. Ms Sue Homer, secretary of the National Association for the Teaching of English, thought, for example, that teachers needed some idea of the principles which influenced children's language development. Mrs Florence Davies, director of Liverpool University's English Language Unit and a former member of the Language Awareness Working Party, proposed "a model which recognized the complementary aspects of language—its potential for creativity and the regularity of its patterns."

"All the notions that have been put forward are partial views," Mr Gannon explained. "We are trying to be as inclusive as possible."

Professor Widdowson, speaking personally, said it was because there were such differences of opinion that some mediation process was needed. "Let us understand what the bases of

these conceptions are and then perhaps we can move towards a more rational approach for including language in the curriculum."

"We are not looking for a holy grail and seeking to impose," he added. "In my view, we are seeking to provide the groundwork for understanding."

The debate about benchmarks—one of Mr Baker's particular interests—promises to be as lively as that about models.

"In foreign languages learning, we've been able to set up benchmarks, but it's not the same with English," cautioned Mr Brian Page, president of the Joint Council of Language Associations. "The variation in the man-

ipulation of the mother tongue is enormous within the same age group and it depends on factors outside of the school situation such as background."

Sir Wilfred Cockcroft, who chaired the committee that produced *Mathematics Counts*, quipped that "compared to the problems of English, I see mathematics as almost trivial, which it certainly was not!" There was more consensus in mathematics about the necessary tools and the need to make those tools explicit, he said.

Not that there were not some similarities between the two, according to the journalist and committee member, Mr Keith Waterhouse. "Uses of verbs and so on are pretty well the two plus two of English. If a child says 'I am ill', he is speaking incorrect English."

Mr Waterhouse hoped benchmarks would not be reduced to naming parts of speech. "We are not stripping down a rifle. I hope the child will know at seven what a simple, non-convoluted sentence can do. I do not think he needs to know what object and subject are but he has to recognize a sentence when he sees it and know when it is complete."

Benchmarks in English were both necessary and viable. But the idea of determining this and other aspects of the terms of reference within a year was "rather daunting."

So what does all this talk about models and benchmarks mean to the classroom practitioner? One primary teacher in Warrington, Cheshire, said she thought there was a need for guidelines and standards. "I think the whole thing is left to the school or the individual."

But the aims of the committee were "pie in the sky . . . I think a lot of it is voice-catching and a clever way of avoiding lots of other issues."

## GCSE Teachers' Guides

This series of short, practical books provides a complete guide to the new syllabuses for the practising teacher, and for all those professionally involved in the secondary classroom. They detail new features, discuss their implications on the classroom, and suggest a wide range of teaching strategies directly applicable to everyday school work.

Each title reflects the individual concerns of its subject but they all:

- explain how to organise course-work and assignments
- show how assessment works both inside and outside school
- explain the differentiation of courses, papers and questions

Teaching GCSE English	Jim Bennett	£4.50
0 340 40765 4		
Teaching GCSE Mathematics	Zelda Isaacson	£4.50
0 340 40766 2		
Teaching GCSE Science	Peter Dawson	£4.50
0 340 40875 8		
Teaching GCSE Craft, Design and Technology	David Rees	£4.50
0 340 40877 4		
Teaching GCSE History	Martin Booth, Christopher Culpin and Henry Macintosh	March £4.50
0 340 40851 7		
Teaching GCSE English Literature	Mike Raleigh	March £4.50
0 340 40952 5		
Teaching GCSE Modern Languages	Mike Dennison and Ewen Bird	April £4.50
0 340 40876 6		

Available through all good bookshops.

**Hodder & Stoughton**

Mill Road, Dinton, Glos, Sevenoaks, Kent TN13 1YY

## PROFESSIONAL ASSOCIATION OF TEACHERS



**P**rotects Your Interests  
— obtained £18,000 back pay for a member

**A**ttacks Abuses  
— produced survey on Fire Precautions in schools

**T**rade Unionism: new style  
— seeking new ways for negotiation rather than confrontation

We do not involve members in industrial action.

If you wish to join PAT, all you need do is write to the following address (no stamp required):

Professional Association of Teachers  
FREEPOST  
Department EW  
99 Frier Gate  
Derby DE1 5BR



As the Teachers' Pay and Conditions Bill clears its final hurdles in the Lords, John Pearman fears that implementation of the structure and conditions will force local authorities into an impossible position

## Piggies in the middle

The Secretary of State for Education and Science does not, unlike his predecessor, appear to be a man much afflicted by doubt. But as he surveys the future, he might recall Dryden:

Ev'n victors are by victories undone

On the surface, Kenneth Baker has indeed triumphed. He has secured from grudging Cabinet colleagues £300 million of taxpayers' money for teachers' pay this year. At his initiative, Parliament is legislating to suspend, possibly indefinitely, negotiations between the notoriously divided teacher unions and their employers; a development the consequences of which will reverberate within the education service and beyond for years.

In his own eyes at least, he has won an obscure but centrally important argument over the most appropriate grading structure for the teaching profession. He has created the conditions in which the employers have been able to bring the teachers to acknowledge the need for pay and conditions to be considered alongside each other and for their duties and hours of work to be contractually enforceable.

Yet the glitter of these achievements seems almost certain to tarnish. The three largest unions are bitterly hostile not just to the unilateral suspension of their negotiating rights, but also to the grading structure the Government will shortly be introducing through legislation. The employers who will have to oversee the implementation of the new structure and the new contract on the ground fear becoming piggies in the middle between the unions and the Government, and are deeply apprehensive that the new legislation is evidence of a still sharper tilt away from local government towards the centre.

Kenneth Baker's success so far is undoubtedly attributable to a large extent to public impatience with the attrition of the past three years in the schools and in the national negotiations between the teachers and the employers. The local authorities have certainly not been helped by the divisions among the teachers. But it is a dishonest oversimplification to attribute the turbulence of the last three years to those divisions, when it has been obvious to all those concerned that the root cause has been the Government's slowness to acknowledge the need to devote very large sums of new money to teachers' pay.

What is so frustrating about the immediate prospects for the schools is that the Government has chosen to override the views of the education service when so many of their objectives have been achieved through the negotiated settlement between the teachers and the employers that was ratified on January 7. An enforceable contract acceptable to the Government; teacher appraisal; acknowledgement that in future pay and conditions should be negotiated together, with

acceptance of a role for Government in negotiations: these epochal changes have all been agreed between the employers and the teachers. All would have the support of the unions in the always bumpy transition that accompanies any changes requiring alteration to customary ways of thought and behaviour.

Why, then, has the Government chosen the hard way? Its stated objections to the agreement of January 7 are threefold: the grading structure is

insufficiently flexible and differentiated - a favourite term of Government criticism being that the agreed structure is "egalitarian"; the pay increases cost too much; the additional parts of the package dealing with issues such as maximum class size and cover for absence cannot be afforded.

The second objection could be accommodated without difficulty by delaying the implementation of the pay deal by about six weeks.

The third objection is not the central

issue - Kenneth Baker is unlikely to want to be seen arguing, for instance, against the proposition that class sizes should be limited to a maximum of 30.

The Government's central objection is the first one, relating to grading structure. At the heart of the Government's position appears to be the belief that ordinary classroom teachers will only give of their best under the spur of selective processes.

The inescapable implication of a selection of "good" teachers for promotion is that those who are not promoted are not "good", nothing could be more damaging to the teaching service without satisfactory measures of performance. As the employers' "egalitarian" stance provides for over a third of potential teachers to be promoted, it is a system where over 80 per cent of schools have 15 or fewer teachers.

As for career incentives, the ample opportunity for the ambitious to achieve two, three or more promotions in a career.

The agreed structure is acceptable to two of the three large unions; but believes it not to be equitable enough. The structure can readily be modified to be acceptable to the Secondary Heads' Association who members manage the largest, as complex and most difficult school system in the profession from dance teachers to the heads of the large schools believe the local authority agreement to be a workable basis for running the schools.

Parliament will no doubt give the Secretary of State his Act. But the still time for him to pull back the dangers of overriding a freely negotiated agreement. All of us in the dispute have perhaps been too ready to pray in aid for our various points of view the needs of pupils and parents and some public cynicism on that score is understandable.

But it is surely the ultimate disgrace for the Government to risk the continuation of unmet needs in the schools by order to secure unproven points of view the best grading structure in schools. I beg Kenneth Baker to change his mind before it is too late.

John Pearman is leader of the players' panel on the *Burnham* Committee.

Max Morris recalls that it was Shirley Williams' Great Debate ten years ago which gave the first government push towards a . . .

## Centralized curriculum

On February 18, 1977, what has become known in educational lore as the Great Debate was formally inaugurated at a meeting in Newcastle upon Tyne. As an operation, though part of a rather badly thought-out plan of the mandarins, it will always and rightly be indissolubly associated with the name of the then Secretary of State, Mrs Shirley Williams.

It had all originated in the notorious Yellow Book, a secret report of the mandarins prepared for the Prime Minister, Mr James Callaghan, and leaked to *The TES* and *The Guardian*, which denigrated the work of the schools and the Schools Council. Teacher representatives accused it of distortions, half-truths and worse.

None of this prevented Mr Callaghan using it as a brief for his Ruskin speech in October 1976 nor Mrs Williams from proceeding with her plans and organizing the ballyhoo around them. First there were to be a series of consultations with "the teachers organizations, the partners in industry and representatives of further and higher education . . . to consider how to take further the present discussion on the curriculum and on basic skills". There would then be Department of Education and Science proposals to be discussed at eight regional meetings.

In fact, the preliminary consultations were purely formal and did not seriously influence the needs of the regional meetings. Notably the question of resources was to be excluded through the teachers' conference this to

be crucial. The Government was, of course, in the middle of a cuts programme, and it was clear that central intervention in the curriculum was the name of the game.

Seven sets of people were invited to the eight regional conferences which were each about 200-strong. They included the schoolteachers' unions as well as those from further and higher education, parents, local authorities, trade unions, employers, local bigwigs, and DES nominees. This selected audience then met for five hours to discuss a four-point agenda, with each item opened by an appointed speaker for 15 minutes, leaving four hours for discussion - less the time taken by the minister's speech. So less than three-quarters of an hour was allowed for 200 articulate people to discuss each of the following hugely important topics:

- aims and content of curriculum;
- educational standards and assessment; performance of the school system; reform of the OCE and CSE;
- teacher training;
- schools and working life.

Yet the Secretary of State had told the House of Commons that "this will be the first occasion on which there would have been widespread consultation with the parental interests . . . I hope one of its outcomes will be a more balanced view of what is happening in education".

Even one parent would be very lucky to get five minutes' worth of airtime time for a single trade unionist or employer. A "balanced view" of

As a serious educational enterprise the whole operation was farcical. It could meetings organized in this way produce anything of value?

Yet Mrs Williams suggested "general conclusions and broad directions for the future of education will emerge" from conferences of this kind and when we met her after the exercise insisted that there was a "major view" for the official DES position. Though no resolutions were put up, though no votes taken, she had no support for a centrally organized curriculum.

The Secretary of State put forward the argument for the need to solve the problem of families who moved from one area to another during their working lives and whose children suffered from the lack of continuity of education. When it was pointed out to her that the only solution to that problem was a totally centralized organization, she appeared suitably impressed.

It was clear, nevertheless, that the DES was determined to go ahead with its curriculum plans. There were more "consultation" and there were the long series of circulars, Inspectorate and DES reports, and which the Great Debate was a flamboyant window dressing.

The child conceived by Mrs Williams was in the end a stunted creature. Sir Keith Joseph and Mr Kenneth Baker. Such a life's little moment.

Max Morris is a former president of the National Union of Teachers.

DIARY  
I  
A  
R  
Y  
Y

### Boors' bliss

Could be that the Tories are right and it was a mistake to scrap the 11-plus. The action of those Young Conservatives, who burst into a refrain of "string 'em up, string 'em up" following a vote at their weekend conference in Scarborough to restore hanging, was a sure sign of falling standards of behaviour, not to mention diction. Hard to say whether it is comprehensive or independent schools who should be blamed.

The youngsters were on their best behaviour for the "Matron", as they affectionately refer to the Prime Minister. They went into raptures over her fond remembrances of the good old days of the grammar schools before Labour seized them.

Many of them were still in nappies when the then Conservative Secretary of State in the 1970-74 Heath Government was approving numerous comprehensive reorganization schemes, so it is understandable never crossed their minds to ask the leader: "How many grammar schools did you close down?"

### Fortune teller

Living proof that education isn't all that it's cracked up to be is Mr Jim Hastings who until this week was clerk to the House of Commons Select Committee on Education.

Romany blood flows through his veins and though he admits that he was "born and bred and lived ever since under a roof", he was, until age 13, "a peasant tramp".

He has moved on to become the Registrar of Members' Interests - the civil servant responsible for monitoring MPs' extra-parliamentary earnings.

Like all good mandarins, he won't comment on his political masters, past and present. But it's no secret that he was a little ruffled when the current Select Committee chairman, Sir William Van Straubenzee, ruled that he ought not to accept hospitality from journalists.

### Punch line

The Acronym award for worst jokes of the week to Mr John Somerville-Melkie, second master at Eltham College in South London.

The decision of the London Coffee Information Centre to launch a "Carbonte in Coffee Studies" is, he says, a "welcome, if belated, response to the recommendation of the Beveridge Report".

Beveridge, cups of tea, get it? A small jar of Nescafé on its way to you, Mr Somerville-Melkie.

### Fire watcher

London's most outstanding exponents of "positive images" policies for gays have at long last realized that what they are most in need of is a positive image for themselves.

Haringey's Labour councillors have decided that what they need is someone to tell their equal opportunity, anti-discrimination policies to their, at times, antagonistic constituents. What with a Baptist minister threatening to starve himself to death unless the pro-gay policy is scrapped and militant parents insisting that they don't want little Darren turned into a Dawn, it won't be the easiest of jobs.

Bob Crossman, former ILEA member and now Mayor of Islington, has good advice as to how to do it. He caused a storm in Islington when he appointed a male friend as his gayness but survived to tell the tale. And he fondly recalls his days at the ILEA, when, he tells friends, he used to put out the fires started by Frances Morris.

Acronym

Sue Surkes looks at the task ahead for the committee of inquiry into English language teaching

## Shuffling towards the light switch



Benchmarks have been established for foreign languages learning but English will be a tougher challenge.

Language might well be the "light of the mind", as John Stuart Mill so delicately put it more than a century ago. But the best route to the switch is still a hotly disputed matter, as the Education Secretary's committee of inquiry into English language teaching will be only too acutely aware.

Mr Kenneth Baker's inquiry announcement attracted cynicism and a degree of derision from some quarters. There were those who drew a parallel with the Bullock inquiry into language and reading appointed in 1972 under similar circumstances of ministerial panic about standards. If the Bullock Report recommendations have still not been implemented, what chance does another committee stand?

Following publication of the committee's membership and terms of reference, however, interest has mounted and questions have taken a different line. What people are asking, do the terms of reference mean when they call for a model of the English language? Is it realistic to lay down what children should be expected to understand at the ages of 7, 11 and 16? How well-equipped is the committee to tackle these aspects? And how will it go about the business?

Only brief pointers emerged from the committee's first meeting earlier this week. Members agreed to begin their work by considering what aspects of language needed to be taught to equip youngsters for adult life.

Under the chairmanship of Bristol University's vice-chancellor, Sir John Kingman, they also touched upon the concept of a model of language, deciding that it would be more than a linguistic, grammatical framework and would include references to the functions and uses of language and the contexts in which they related.

The model would take account of examples of good practice in schools, although it would not be determined by practice alone, Mr Peter Gannon, the committee's secretary, said after the meeting. "It will not be a descriptive collection of existing examples of good practice, although such examples will inform the deliberations."

The examples will be culled from a consultation exercise due to be launched in the next few days. Members will invite written evidence on the terms of reference from anyone who cares to submit it and will directly approach all the relevant organizations. (Oral evidence might be taken at a later stage.)

Within a month, they will begin visiting teacher training institutions. They will tour secondary schools this term and primary schools next term.

The consultation exercise will be used to dispel any lingering suspicions that the committee will pluck its model out of irrelevant, philosophical discussion. More significantly, perhaps, it will be deployed to calm fears that a committee with no up-to-date primary experience and only two practising teachers (both from good girls' schools)

in London) will be unable to appreciate the needs of the pupil who gains grade F at GCSE.

The committee's composition contrasts starkly with that of the Bullock Committee, which began with six teachers, most of whom were from the primary sector. But as Mr Joslyn Owen, Devon's chief education officer, pointed out, it is the voice of the user rather than the educationist that is now in the ascendancy.

"It's true that there is an absence of people who have had immediate and relevant and recent experience of teaching in schools," said one of the committee members, Professor Henry Widdowson of London University's Institute of Education, speaking before this week's meeting. "But I would have thought it does not mean that the views of these people will not be fully taken into account."

On the question of a model of language, the committee will not be short of advice. Ms Sue Horner, secretary of the National Association for the Teaching of English, thought, for example, that teachers needed some idea of the principles which influenced children's language development. Mrs Florence Davies, director of Liverpool University's English Language Unit and a former member of the Language Awareness Working Party, proposed "a model which recognized the complementary aspects of language - its potential for creativity and the regularity of its patterns."

"All the notions that have been put forward are partial views," Mr Gannon explained. "We are trying to be as inclusive as possible."

Professor Widdowson, speaking personally, said it was because there were such differences of opinion that some mediation process was needed. "Let us understand what the bases of

these conceptions are and then perhaps we can move towards a more rational approach for including language in the curriculum."

"We are not looking for a holy grail and seeking to impose," he added. "In my view, we are seeking to provide the groundwork for understanding."

The debate about benchmarks - one of Mr Baker's particular interests - promises to be as lively as that about models.

In foreign languages learning, we've been able to set up benchmarks, but it's not the same with English," cautioned Mr Brian Page, president of the Joint Council of Language Associations. "The variation in the man-

ipulation of the mother tongue is enormous within the same age group and it depends on factors outside of the school situation such as background." Sir Wilfred Cockcroft, who chaired the committee that produced *Mathematics Counts*, quipped that "compared to the problems of English, I see mathematics as almost trivial, which it certainly was not!" There was more consensus in mathematics about the necessary tools and the need to make those tools explicit, he said.

Not that there were not some similarities between the two, according to the journalist and committee member, Mr Keith Waterhouse. "Uses of verbs and so on are pretty well the two plus two of English. If a child says 'I am ill', he is speaking incorrect English."

Mr Waterhouse hoped benchmarks would not be reduced to naming parts of speech. "We are not stripping down a rifle. I hope the child will know at seven what a simple, non-convoluted sentence can do. I do not think he needs to know what object and subject are but he has to recognize a sentence when he sees it and know when it is complete."

Benchmarks in English were both necessary and viable. But the idea of determining this and other aspects of the terms of reference within a year was "rather daunting."

So what does all this talk about models and benchmarks mean to the classroom practitioner? One primary teacher in Warrington, Cheshire, said she thought there was a need for guidelines and standards. "I think the whole thing is left to the school or the individual."

But the aims of the committee were "pie-in-the sky . . . I think a lot of it is vote-catching and a clever way of avoiding lots of other issues."

## GCSE Teachers' Guides

This series of short, practical books provides a complete guide to the new syllabuses for the practising teacher, and for all those professionally involved in the secondary classroom. They detail new features, discuss their implications on the classroom, and suggest a wide range of teaching strategies directly applicable to everyday school work.

Each title reflects the individual concerns of its subject but they all:

- explain how to organise course-work and assignments
- show how assessment works both inside and outside school
- explain the differentiation of courses, papers and questions

Teaching GCSE English	0 340 40765 4	Jim Bennett	£4.50
Teaching GCSE Mathematics	0 340 40766 2	Zelda Isaacson	£4.50
Teaching GCSE Science	0 340 40875 8	Peter Dawson	£4.50
Teaching GCSE Craft, Design and Technology	0 340 40877 4	David Rees	£4.50
Teaching GCSE History	0 340 40851 7	Martin Booth, Christopher Culpin and Henry Macintosh	March £4.50
Teaching GCSE English Literature	0 340 40952 5	Mike Raleigh	March £4.50
Teaching GCSE Modern Languages	0 340 40876 6	Mike Dennison and Ewen Bird	April £4.50

Available through all good bookshops.

**Hodder & Stoughton**

Mill Road, Dunton Green, Sevenoaks, Kent TN13 1YY

## PROFESSIONAL ASSOCIATION OF TEACHERS



**P**rotects Your Interests  
- obtained £18,000 back pay for a member

**A**ttacks Abuses  
- produced survey on Fire Precautions in schools

**T**rade Unionism: new style  
- seeking new ways for negotiation rather than confrontation

We do not involve members in industrial action.

If you wish to join PAT, all you need do is write to the following address (no stamp required):

Professional Association of Teachers  
FREEPOST  
Department EW  
99 Fifer Gate  
Derby DE1 9BR



Diane Spencer reports that HM Inspectors found much to like in Southall schools

## Positive benefits in area of disadvantage

Schools in one of the most educationally disadvantaged areas of the country have received a glowing report from HM Inspectors.

In autumn, 1985, Inspectors visited 10 schools in Southall in the London borough of Ealing as one of several exercises in the wake of publication of the Swann report on the education of ethnic minority children.

The area has a rising population of about 53,000, of whom almost half are under 24, and between 80 and 90 per cent of pupils at the schools visited were children of New Commonwealth parents.

Inspectors found that pupils of all ages were highly-motivated. They displayed maturity and a responsible attitude to their work and possessed considerable social confidence.

"In particular, most of the black young people in the schools and youth groups are able to blend their own cultural values successfully with those of the society in which they live, to the mutual enrichment of both."

"Overall, there are many aspects of educational provision in Southall of which the authority, schools and youth centres may be proud," the Inspectors conclude.

A survey carried out by the authority in 1985 showed that 82 per cent of Southall pupils came from homes where English was not the first language, and of these 80 per cent spoke Punjabi, 7 per cent Gujarati and 7 per cent Urdu.

Southall scores highly on measures of educational disadvantage: it has the highest unemployment rate in the borough, more than 40 per cent of households share a dwelling compared with 10 per cent in the borough as a whole, and many houses are severely overcrowded.

This might have led schools to expect poor attendance, lack of motivation and disruptive behaviour. Inspectors remarked, But teachers told them this would be quite unjustified and would seriously underestimate the stability and the commitment to education shown by families.

English was given a high priority in all the schools visited by the Inspectors. In primary schools, they found the best work was based on pupils' first-hand experience.

"One striking aspect of this work is the skilled and sensitive way in which many teachers move between English and pupils' mother tongue. Pupils respond with obvious pride."

A "generous allocation of time" is given to maths in primary schools, although too much of the work was based on sets of identical worksheets. And the amount of time given to English and maths meant less was spent on creative subjects.

Two of the three high schools inspected were in a reasonable state of repair and cleanliness, but the third was "quite unacceptable". One teaching area and the boys' lavatories were "obviously deficient at a basic

level of health and safety". "However, even in this school there are examples of the best use being made of poor surroundings."

Modern language teaching organization is complicated and sometimes confusing for pupils, Inspectors said. Although some liaison between high schools and middle schools exists, there is no standardization of courses, so many pupils have a different experience of French and of a community language when they reach secondary level.

Two high schools expect pupils to opt for French, German or Punjabi at 12, while the third school offers German or Punjabi for some pupils at 13-plus. The number of pupils continuing modern languages at fourth and sixth year is disappointing, said Inspectors.

From meetings Inspectors had with parents, it was clear that they had "immense concern for and interest in their children's education". Schools and the education authority would benefit from working more closely together to find additional ways of tapping their huge reserves of goodwill.

Effort and achievement: aspects of educational provision in Southall (l.e.): London borough of Ealing, HM Inspectors. Available from the Department of Education and Science, Publications and Despatch Centre, Honey-pot Lane, Stanmore, Middlesex HA7 1AZ.



High motivation: pupils in Southall show a responsible attitude to work

## Racism inquiry to follow murder trial

by Sue Surkes

Manchester City Council is to press ahead with an independent inquiry into allegations of racism at Burnage High School following the trial of 14-year-old Darren Coulbourn who stabbed and killed fellow pupil Ahmed Iqbal Ullah - a 13-year-old Asian boy.

Coulbourn was sentenced to be detained indefinitely by Mr Justice Garland at Manchester Crown Court last week. The jury returned a unanimous verdict after four hours' deliberation. Coulbourn had denied the playground knife murder which took place last September.

The inquiry will be headed by Mr Ian Macdonald, a barrister specializing in race relations law, and will be held in public. Other members will be decided upon following consultations with interested parties, including the Bangladeshi community.

"The inquiry's terms of reference will include looking at staff, pupil and community attitudes to racism, mechanisms for dealing with racial harassment, anti-racism and multi-

cultural education and arrangements for communication between home and school."

Mr John Nicholson, chair of council's race subcommittee, said the inquiry was not intended to be a second investigation into the boy's death, but an examination of the situation at the school.

"We are aware that racism can exist throughout our society and our schools and therefore the inquiry must take account of this and make recommendations to deal with racism."

In a report whose details were carried in *The TES* in August, an authority inspector criticized the school at the lower section of Burnage High School, saying that "aggressive, violent behaviour appeared to be normal."

In the autumn, council officers will conduct a direct line number to parents of children at the school and invite them to discuss any worries in connection with a senior education officer.

## Male teacher wins case in equal pay claim

Mr John Couch, a Scale 1 Welsh-language teacher, has been awarded around £1,300 in back pay by a Hereford industrial tribunal to bring his salary into-line with four women teachers doing the same job who are on Scale 2.

The anomaly in pay arose in 1974 when Powys County Council was created from three former councils and teachers of Welsh in north Powys were on Scale 2, whereas those in the south were on Scale 1.

The tribunal said the council's policy of continuing to appoint on a differential basis for 12 years after the implementation of the Equal Pay Act was not justified by any material factor.

The Equal Opportunities Commission, which supported Mr Couch, commented on the verdict: "Many schools and are in touch with pupils and teachers in a number of ways, from the traditional assembly to more interactive group looking at issues such as emotional development and suicide," added Mr Armonson.

The £1,300 amounts to two years' back pay - the longest period for which one can claim - from a tribunal. Couch has been in post for 10 years.

## Trust calls for £25m to attract overseas students

by Patricia Rowan

It is time that the Department of Trade and Industry paid its fair share of the cost of educating overseas students in Britain, according to an independent educational charity funded by international big business.

In addition, the Department of Education and Science should make a block grant to universities and polytechnics, so that individual institutions could make their own awards to attract at least 2,000 extra overseas students to British higher education.

These are the two major recommendations in a policy document *The Next Steps: Overseas Student Policy into the 1990s*, published today by the Overseas Students Trust, which recommends a £25 million programme of targeted scholarships to support 5,000 more students.

The DTT should contribute £10 million for award schemes to promote trade and commercial interests, the report proposes, and backs it up with new research showing that overseas students spend £1 billion a year in this country, which might be thought to justify "a modest sum to help promote Britain as an attractive place to study".

Our major competitors, West Germany, France and Japan, it is pointed out, put considerable resources into attracting foreign students, in hope of a long-term pay-off in trade and influence, while the DTT seems confined by short-term objectives.

It is proposed that the DES should channel an extra £5 million through the University Grants Committee and the National Advisory Body, so that universities and polytechnics can build flexibly at first degree level on the highly successful Overseas Research Students Awards Scheme introduced in universities in 1980.

The report also recommends better marketing of UK higher education overseas. The DES and the Department of Employment should contribute £1 million each to expand the British Council Education Counselling Service (since the DE already supports the British Tourist Authority for its job-creating potential). And it estimates that students who are paying full-cost fees should get the quality of courses and welcome they expect, or they will take their custom elsewhere.

Founded in 1961 by international companies including Unilever, Barclay's Bank, BP and Shell, to promote the education in the UK of overseas students, the Trust's independent research, seminars and publications have made it influential in policy-making, especially since the Government's 1980 decision to make overseas students pay the full cost of fees.

The ill-effects of that decision, in terms of the decline in overseas student numbers, and damaged cultural and trading links, were charted in the Trust's 1982 publication *A Policy for Overseas Students*. (The latest figures show total enrolments in 1984 at 56,121, compared with 88,037 in 1979).

That document, which produced its first modest and carefully costed proposals for targeted scholarship awards, rather than a return to blanket subsidies, launched a skilful campaign which bore fruit the following year in Pym's Package: the announcement by the then Foreign Secretary, Mr Francis Pym, of £46 million over three years, half of it new money, the rest redistributed within the aid programme.

But as Sir Kenneth Berrill, who chaired the advisory group responsible for *The Next Steps* points out, the Pym Package was a short-term palliative, which helped level off overseas student numbers but produced a lop-sided effect.

Last time round, the Department of Trade and Industry refused any financial involvement, and left it to the Foreign Office to whip up support in private industry. Now the Overseas Student Trust is going into heavyweight attack again. Though the pattern has changed a little, with more (subsidized) EEC students and fewer from the Commonwealth, still most come from the Commonwealth, Sir Kenneth points out. "In trade terms we should be looking elsewhere."

Mr Kenneth Baker, a former DTTI man and now Education Secretary, has not got that particular message yet. He flew out to Hong Kong this week to spearhead a student recruitment drive, though Hong Kong already heads the overseas student league table.

The new, streamlined council would be reduced to 15 members, including the chairman, from the present number - which varies between 17 and 22. Although the Croham report sets no pre-conditions for members, it says they should be drawn in equal numbers from the university and the outside world and at least one should have experience of medical education.

The report notes that, during most of the course of its inquiry, there was only one woman member of the UGC. "This hardly provides an example for the advancement of women within the universities," it says.

The Department of Education and Science should have a non-voting representative on the new council, who should attend meetings as of right. The report rejects the present UGC practice of conducting some of its business in private.

The nine-strong committee, led by Lord Croham, chairman of the Guinness Peat Group, spent 18 months reviewing the work of the UGC at the request of Sir Keith Joseph, the then Education Secretary.

The report - details of which have already been revealed in *The TES* - says the new body should be chaired by "an eminent figure" with substantial experience outside the academic world, and led by a full-time director general with "equivalent status to the present post of UGC chairman". He or she would also be the accounting officer for grants to the universities.

The new, streamlined council would be reduced to 15 members, including the chairman, from the present number - which varies between 17 and 22. Although the Croham report sets no pre-conditions for members, it says they should be drawn in equal numbers from the university and the outside world and at least one should have experience of medical education.

The report notes that, during most of the course of its inquiry, there was only one woman member of the UGC. "This hardly provides an example for the advancement of women within the universities," it says.

The Department of Education and Science should have a non-voting representative on the new council, who should attend meetings as of right. The report rejects the present UGC practice of conducting some of its business in private.

The nine-strong committee, led by Lord Croham, chairman of the Guinness Peat Group, spent 18 months reviewing the work of the UGC at the request of Sir Keith Joseph, the then Education Secretary.

The report - details of which have already been revealed in *The TES* - says the new body should be chaired by "an eminent figure" with substantial experience outside the academic world, and led by a full-time director general with "equivalent status to the present post of UGC chairman". He or she would also be the accounting officer for grants to the universities.



Change by degrees: the report wants a commission to advise on national needs

## Croham backs slimmer university grants body

by Diane Spencer

The University Grants Committee should be replaced by a new, smaller University Grants Council, the Croham Committee recommends in its official report published this week.

The nine-strong committee, led by Lord Croham, chairman of the Guinness Peat Group, spent 18 months reviewing the work of the UGC at the request of Sir Keith Joseph, the then Education Secretary.

The report - details of which have already been revealed in *The TES* - says the new body should be chaired by "an eminent figure" with substantial experience outside the academic world, and led by a full-time director general with "equivalent status to the present post of UGC chairman". He or she would also be the accounting officer for grants to the universities.

The new, streamlined council would be reduced to 15 members, including the chairman, from the present number - which varies between 17 and 22. Although the Croham report sets no pre-conditions for members, it says they should be drawn in equal numbers from the university and the outside world and at least one should have experience of medical education.

The report notes that, during most of the course of its inquiry, there was only one woman member of the UGC. "This hardly provides an example for the advancement of women within the universities," it says.

The Department of Education and Science should have a non-voting representative on the new council, who should attend meetings as of right. The report rejects the present UGC practice of conducting some of its business in private.

The nine-strong committee, led by Lord Croham, chairman of the Guinness Peat Group, spent 18 months reviewing the work of the UGC at the request of Sir Keith Joseph, the then Education Secretary.

The report - details of which have already been revealed in *The TES* - says the new body should be chaired by "an eminent figure" with substantial experience outside the academic world, and led by a full-time director general with "equivalent status to the present post of UGC chairman". He or she would also be the accounting officer for grants to the universities.

The new, streamlined council would be reduced to 15 members, including the chairman, from the present number - which varies between 17 and 22. Although the Croham report sets no pre-conditions for members, it says they should be drawn in equal numbers from the university and the outside world and at least one should have experience of medical education.

The report notes that, during most of the course of its inquiry, there was only one woman member of the UGC. "This hardly provides an example for the advancement of women within the universities," it says.

The Department of Education and Science should have a non-voting representative on the new council, who should attend meetings as of right. The report rejects the present UGC practice of conducting some of its business in private.

The nine-strong committee, led by Lord Croham, chairman of the Guinness Peat Group, spent 18 months reviewing the work of the UGC at the request of Sir Keith Joseph, the then Education Secretary.

The report - details of which have already been revealed in *The TES* - says the new body should be chaired by "an eminent figure" with substantial experience outside the academic world, and led by a full-time director general with "equivalent status to the present post of UGC chairman". He or she would also be the accounting officer for grants to the universities.

representative on the new council, who should attend meetings as of right. The report rejects the present UGC practice of conducting some of its business in private.

The nine-strong committee, led by Lord Croham, chairman of the Guinness Peat Group, spent 18 months reviewing the work of the UGC at the request of Sir Keith Joseph, the then Education Secretary.

The report - details of which have already been revealed in *The TES* - says the new body should be chaired by "an eminent figure" with substantial experience outside the academic world, and led by a full-time director general with "equivalent status to the present post of UGC chairman". He or she would also be the accounting officer for grants to the universities.

The new, streamlined council would be reduced to 15 members, including the chairman, from the present number - which varies between 17 and 22. Although the Croham report sets no pre-conditions for members, it says they should be drawn in equal numbers from the university and the outside world and at least one should have experience of medical education.

The report notes that, during most of the course of its inquiry, there was only one woman member of the UGC. "This hardly provides an example for the advancement of women within the universities," it says.

The Department of Education and Science should have a non-voting representative on the new council, who should attend meetings as of right. The report rejects the present UGC practice of conducting some of its business in private.

The nine-strong committee, led by Lord Croham, chairman of the Guinness Peat Group, spent 18 months reviewing the work of the UGC at the request of Sir Keith Joseph, the then Education Secretary.

The report - details of which have already been revealed in *The TES* - says the new body should be chaired by "an eminent figure" with substantial experience outside the academic world, and led by a full-time director general with "equivalent status to the present post of UGC chairman". He or she would also be the accounting officer for grants to the universities.

The new, streamlined council would be reduced to 15 members, including the chairman, from the present number - which varies between 17 and 22. Although the Croham report sets no pre-conditions for members, it says they should be drawn in equal numbers from the university and the outside world and at least one should have experience of medical education.

The report notes that, during most of the course of its inquiry, there was only one woman member of the UGC. "This hardly provides an example for the advancement of women within the universities," it says.

The Department of Education and Science should have a non-voting representative on the new council, who should attend meetings as of right. The report rejects the present UGC practice of conducting some of its business in private.

The nine-strong committee, led by Lord Croham, chairman of the Guinness Peat Group, spent 18 months reviewing the work of the UGC at the request of Sir Keith Joseph, the then Education Secretary.

The report - details of which have already been revealed in *The TES* - says the new body should be chaired by "an eminent figure" with substantial experience outside the academic world, and led by a full-time director general with "equivalent status to the present post of UGC chairman". He or she would also be the accounting officer for grants to the universities.

ment and the new UGC, and the UGC and the universities.

The recommendation for a UK Education Commission stems from concern that industry and commerce are not playing as full a part as they might in educational developments. Its role would be to advise the Government on national goals or reforms.

Croham wants an "unambiguous legal identity" for the council. This could be achieved by royal charter but should be approved by Parliament.

Mr Kenneth Baker, the Education Secretary, welcomed the Croham report as valuable and important. He is inviting interested bodies to make detailed comments on it by June 30, but would like reactions on its broader approach by the end of March.

The University Grants Committee will not be giving its reaction to the report until after its next meeting on February 26.

The Committee of Vice-Chancellors and Principals welcomed the report, especially as the Croham Committee had taken on board some of the recommendations it had made in its evidence - on more lay members, less secrecy, and a more widely recruited secretariat.

But the Association of University Teachers was unimpressed. Its president, Dr John Chartres, of Leeds University, said the report would produce a new quango to employ education as an agency of Government policy.

# FREE PENGUINS

Take out a year's subscription to the *TES* and you can choose free Penguin books from our literary editor's Penguin choice. A selection that ranges from Jane Austen to Tom Wolfe. Choose any two titles from the selection of six. Or, choose one from each.

### CHOOSE ANY 2 TITLES

1 *The Penguin Complete Novels of Jane Austen*

2 *The Discovers Daphne J. Moorstin*

3 *The Purple Decades Tom Wolfe*

4 *The Pelican History of the U.S.A. Hugh Brogan*

### OR CHOOSE ANY 3 TITLES

5 *Nikolai The Definitive Biography by Richard Buckle*

6 *Lolita Vladimir Nabokov*

7 *The Sailor Who Fell From Grace Yukio Mishima*

8 *The Member of the Wedding Carson McCullers*

9 *A Good Man in Africa William Boyd*

10 *Slow Boats to China Gavin Young*

### OR CHOOSE ONE FROM EACH SELECTION

Please send me a year's subscription to the Times Educational Supplement at £40 plus my free Penguins.

Name \_\_\_\_\_

Address \_\_\_\_\_

My choice of books is \_\_\_\_\_ (enter numbers here)

a) I enclose my cheque for £40 made payable to The Times.

b) Please charge my credit card. Signed \_\_\_\_\_

Card No. \_\_\_\_\_

Please send this coupon together with your payment to Linda Bartlett, The Times Educational Supplement, Priority House, 10 John's Lane, London EC1M 6BX. This offer is open to new subscribers in the UK only and closes on March 31 1987.

THE TIMES Educational Supplement

## New video by Samaritans

Ten thousand children under 16 appealed to the Samaritans for help with emotional problems last year because they said they were scared to go to their parents or teachers.

Mr Simon Armonson, the charity's assistant general secretary, said that in the light of such appalling statistics, it had decided to produce an educational video and resource pack with special emphasis on the needs of schools.

The incidence of suicide among the under-25s in Britain has risen by 24 per cent in 10 years, to a record high of 416 last year. More than 50,000 people appealed to the Samaritans for help, with a terrible burden on the 21,000 volunteers, he said.

"Our 180 branches work closely with schools and are in touch with pupils and teachers in a number of ways, from the traditional assembly to more interactive group looking at issues such as emotional development and suicide," added Mr Armonson.

The video and resource pack was developed with advice from trained teachers.

*Time to Talk* costs £30 and is available from the Samaritans, Philipps Administrative House, Ltd, 6 Emerson Street, London SE1 9DU.

## HELPING YOU TO TEACH

Range of 500 specialist products, carefully researched to help you teach the important curriculum area of mathematics and computer studies. It's all here in one catalogue, from the first stages in counting to GCSE, including many products which can be specifically linked to the most popular maths schemes such as Scottish Primary Maths and Nuffield Maths.

Quality is of paramount importance and all the products offered by Hestair Hope are not only rigorously tested to ensure their suitability for the modern curriculum but also that they are of the finest quality.

Value for money and quality go hand in hand with the Hestair Hope product range. We endeavour to offer products at prices below the manufacturers recommended selling prices thus ensuring that quality costs you less.

**Hestair Hope**  
Helping you to teach....

Hestair Hope Ltd, St. Philip's Lane, Brompton, London SW1 5AG. Tel: 01 582 1441

Let us 'Help you to teach'. Complete and send the coupon below today for your free catalogue.

To receive the right to telephone the catalogue in response to your enquiries

Name \_\_\_\_\_

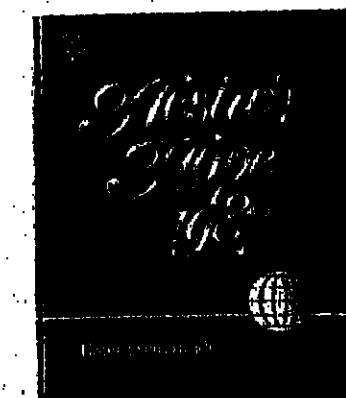
School \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Postcode \_\_\_\_\_

TE5 020287



# MATHEMATICS & COMPUTER STUDIES



## PRIMARY

## Encouraging the young private investigator

Mathematical investigations will be a compulsory part of 16-plus examinations for children currently in English primary schools.

That requirement, to be contained in the new GCSE for mathematics from 1991, is one important reason why primary schools should adopt an investigative approach to the subject, according to Wendy Garrard, the author of a new, practical guide to maths teaching.

Ms Garrard, a teacher at St Louis Roman Catholic primary school in Newmarket, Suffolk, was recently seconded for a term to the PRIME maths project, based at Homerton College, Cambridge and sponsored by the School Curriculum Development Committee.

Her guide, *"I don't know. Let's find out"*, was produced after several visits to Suffolk schools and sets out some of the reasons for doing investigations at primary level - among them the need to develop children's confidence and independence, and their ability to express themselves coherently.

Children also need to be made aware that maths is a tool to use in a variety of situations, Ms Garrard says.

Many investigations are "open-ended" and require teachers to work in a way that is often "fuzzy" to their training. "The child," she writes, "needs to be provided with an environment where he or she is encouraged to question and enquire continuously. The teacher... must be prepared to intervene at appropriate stages (taking care not to give away unnecessary 'clues')."

Teachers must be prepared to accept a range of results, encourage collaboration which may create noise and allow time for reflection and discussion.

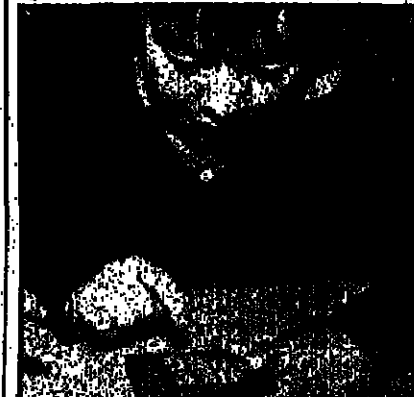
Ms Garrard acknowledges that teachers may throw their children into disarray by suddenly altering their approach. So, before embarking on the early stages of investigative work, teachers should discuss what they intend to do, explaining that it is now to them as well as to the children. "Let them know that you do not have all the answers and that they may well think up ideas that you may never have considered."

The guide, which includes a chapter on investigations to try, has been sent to all Suffolk schools - secondary as well as primary - by the county's senior maths adviser, Mr Peter Reynolds. Mr Reynolds was a member of the Cockcroft Committee on maths whose 1981 report helped to create a climate favourable to investigations.

Mr Reynolds said there was a danger that schools adopted the new approach simply because they were told it was a good idea and without understanding the philosophy behind it. "Wendy has put together a rationale that teachers can understand and apply," he said.

In Suffolk there had been a gradual "drip-feed" process, since Cockcroft, of in-service training and advisory help. "I think most of our teachers are ready for a practical guide like this."

*"I don't know. Let's find out"*. Mathematical investigations in the Primary School by Wendy Garrard is available at £2.50 plus 50p postage from The Curriculum Development Section, Education Department, County Hall, Ipswich, Suffolk, IP4 1LJ.



Children need to realize that maths is a tool to use in a variety of situations



Imperial leather: Amy Fallon, from St Paul of the Cross Roman Catholic primary school, Warrington, looks over a Victorian boot as part of a three-day project on life in the last century.

## Special DES unit would take charge of under-5s' services

# Labour holds out promise of £1bn expansion scheme

by Sarah Bayliss

A special unit for children under-five overseeing a £1 billion expansion programme, should be set up within the Department of Education and Science under a future Labour government, says a paper to be put before the party's national executive.

The unit, which would end the split between education and social services, would set minimum levels of provision backed up by law.

An authority such as Gloucestershire, which has no nursery places, would be open to prosecution from parents who wanted education or day care for their children.

The five-year programme would provide an extra 140,000 places a year for three to four-year-olds and 36,000 places a year for the under-threes. Between 16,000 and 18,000 jobs would be created annually.

The extra resources would fund not only nursery places - full-time and part-time - but also child-minding support schemes, playgroups, baby-sitting schemes and other initiatives by the voluntary sector.

The plans have been drawn up by Ms Harriet Harman MP, Labour spokeswoman for social services, who describes the current picture for under-fives and their families as one characterized by "gross underfunding and tremendous and unjustified local variations".

An appendix to her plan shows that no authority provides more than 20 per cent of its under-four-year-olds with a day nursery or nursery class/school place and the vast majority cover less than 10 per cent of the under-five population.

Under a new legal framework, local authorities would have to produce information about parental demand for places and a five-year plan for meeting their needs.

Amendments to the 1944 Education Act would cover the under-fives and would allow parents to press for their demands to be met. Parents would also have the right to go to court claiming breach of statutory duty against any local authority which failed to draw up a plan, failed to get Government approval for it or failed to implement it.

Ms Harman proposes that responsibility for child care should be removed from her social services portfolio and be vested in the Education Department's brief. A separate ministry for children or the family is not being proposed.

Local authorities should reflect the pattern by establishing their own under-fives' units as has already happened in Strathclyde.

Ms Harman says one of the main reasons why education should be the "lead" department is that, unlike social services, it is already established as a service provided "as of right".

"This will help children escape the stigma of a welfare service for those who can't cope," she says.

Education also has buildings which could be tapped for childcare arrangements. The Trades Union Congress recommended this course of action to the Labour Party in 1978 and some authorities, notably Strathclyde, but also Manchester, Liverpool and Sheffield, have begun to give their education departments sole responsibility for the educational and day care needs of under-fives.

The under-fives' package includes proposals for encouraging employers to start nurseries with an educational element. There would be capital allowances for equipment and buildings, childcare assistance for trainees on government training schemes and requests to planning authorities to encourage provision for nursery space in new buildings.

Significant changes would be made in child benefit - with an immediate rise of £7 for the first child - and in parental leave - including three months leave to be taken by the mother or father in the first two years of a child's life, once maternity or paternity leave had ended.

It is understood that the financial implications of Ms Harman's package were included in the jobs package approved last month by Labour's shadow cabinet. However, the party's home policy committee and national executive have not discussed it yet.



Nursery architect: Harriet Harman with son Harry

## New child abuse project pioneered

The first county-wide child abuse prevention programme for primary schools is to be introduced in East Sussex.

Heads voted unanimously at a meeting that their schools would take part in the scheme with the help of the Kidscape pack. This consists of materials for teachers and pupils that allow schools to carry out their own prevention lessons.

Distribution of the pack will cost the authority approximately £10,000. John Ruddick, the county's education officer, hopes that all 27 primaries will have started work on the project by the summer.

He said: "It is a confidence job rather than a competence job. The subject has been a difficult and sensitive one in the past. Kidscape gives teachers the information and material they need."

## Heinz's treat

A series of three booklets about life in Britain is available free of charge to all primary schools through a conservation programme.

The texts have been written to help from teachers and encourage children to learn how to identify insects and flowering plants.

They are sponsored by Heinz, the food firm, in association with the World Wildlife Fund as part of a million conservation programme to protect wildlife and habitats at greater risk.

One set per school is available from the WWF Education Department, Panda House, 11-13 Oakland Road, Godalming, Surrey GU7 1QJ. It costs 75p for postage and packing.

## Sudanese supplies

Children and teachers who have been the News, the BBC School programme, have raised £25,000 for schools and hospitals in the Sudan, collecting 2p pieces.

The money will be spent on books and classroom equipment for a Nations scheme to help the people of Khartoum, to buy medical supplies for a Save the Children centre, and to provide musical and sports equipment for Ockenden Venture projects in Sudan.

## Video exposé of the farms that breed resentment

by Sue Surkes

The Royal Society for the Prevention of Cruelty to Animals is marking the start of a new schools campaign with a video on factory farming methods.

The 15-minute film, *Food for Protest*, which was sent to local education authorities last Monday, has been produced with GCSE English and general studies courses in mind and represents the society's first attempt to introduce ethical issues into the classroom this way.

The video, prompted by requests from teachers and pupils for information about factory farming and the RSPCA's role, seeks to encourage youngsters to take some responsibility for the welfare of animals in food production.

It also aims to publicize the society's work and to reduce the impact of more radical animal liberation groups.

Ms Cindy Milburn, the RSPCA's head of education, said: "We are

urging the 16-plus age group actually to write to the people who have some say over legislation and to explain to them in their own words what it is they are concerned about."

She thought youngsters understood many of the issues, but wanted to feel they could change the system without having to resort to the more extreme methods they saw on television.

Ms Milburn said the society was going to play a more assertive educational role and had employed three additional education field officers, one of whom would deal with curriculum development.

Other initiatives planned include a booklet on the pros and cons of dissection that will include information about the policies of different examining boards.

*Food for Protest* is available on loan free from Viscom, Park Hall Road Trading Estate, London SE8 6EL.

## Irish pupils suffer racism, group says

by Diane Spencer

Irish schoolchildren often deny their heritage because of the prejudice and discrimination they experience, says the 70,000-strong Federation of Irish Societies.

In a background paper on the place of the Irish in the multicultural debate, the federation says the "peripheral role accorded the Irish community in the Swann report is a devastating indictment". The paper argues for Irish studies and culture to be part of the school curriculum.

Irish children are fully aware that it is not a positive asset to assert their cultural identity, it adds; so much so that second generation children deny their heritage.

Anti-Irish prejudice manifests itself in more overt and subtle ways today than in the past. The kind of racism aimed at Asians and West Indians now differs little from that directed at the Irish in past centuries, the report says.

Nor does this prejudice stop in school playgrounds; it permeates the curriculum. An analysis of textbooks shows that Ireland exists only in relation to British concerns, and then only in terms of violence and lawlessness.

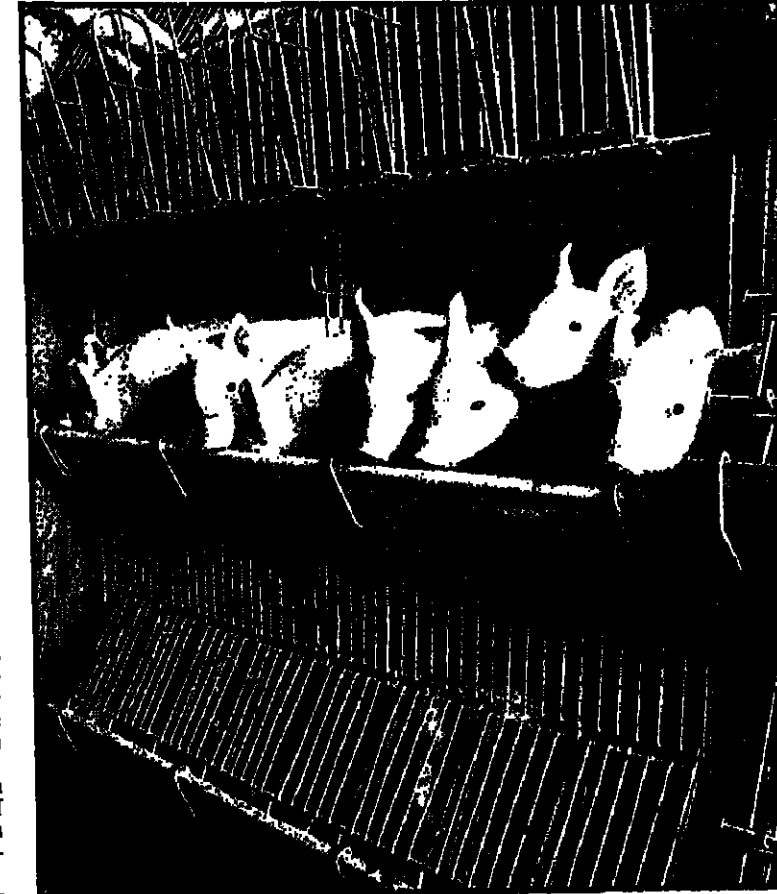
"Irish history in British schools began in 1168, the implication being that nothing happened prior to that date". In most standard textbooks, it also seems that nothing happened in Ireland between the battle of the Boyne and the rising of 1798.

The Irish Community, the missing component in the planning and provision of multicultural education, Federation of Irish Societies, c/o Bernard McGrath, 97 Old Lane, Beeston, Leeds LS11 7AQ.



Once Wilde and George Bernard Shaw; English literature has subsumed leading Irish authors

## NEWS



Shout attack: the RSPCA wants youngsters to take some responsibility for the welfare of animals in food production

## Fact-finding Sizewell visit planned

Suffolk teachers whose schools are near the proposed pressurized water reactor site at Sizewell are being offered an in-service training course entitled "The Energy Debate - Nuclear Power".

The Central Electricity Generating Board's controversial £1,600 million scheme was given approval by the planning inspector, Sir Frank Layfield, last month. A Government decision to build the American-style reactor is expected within six weeks.

The course, due to be held next month, is being organized by Ms Christine West, the county's environmental studies advisory teacher.

Mrs Ann Smith, co-ordinator of environmental studies at Benjamin Britten high school in Lowestoft, will talk about the week she spent at Sizewell's survey laboratory as part of the Introduction to Industry scheme. And teachers will have the opportunity to visit the information centre at Sizewell A, the existing power station.

"The aim is to get the facts before the teachers about electricity and its generation," Mrs Smith said. "It's an information session getting people to appreciate there is a need for a balanced viewpoint before making decisions."

## A Problem Solved!

"Number Corner should be a 'must' in every Maths Dept. as it provides a wonderful source for investigations, puzzles and problem solving for pupils, particularly if you have taken on board the Cockcroft Report."   
Oxfordshire County Council

"How useful and entertaining your Number Corner magazine is."   
Cheshire Education Committee

"Number Corner is really a good source of material for School activities. I wish this kind of activity could also be organised in all other Schools, because it helps to develop their logical thinking and their enthusiasm for Maths."   
Nicholas School, Essex

"Refreshing... I am sure many pupils' mathematical experience will be enhanced by this 'extra' in the classroom."   
Cornwall County Council



Puzzles - investigations - games - basic skills - problem solving. Fun for everyone. 64 pages crammed with enriching material for the classroom. Published bi-monthly. Only 80p each or £5 for an annual subscription.

Please send me a year's supply (6 issues) of NUMBER CORNER at £5. If you require more than one copy per issue, please indicate how many here at £5 each.   
☐ Access/VISA

☐ Cheque/Postal Order for £ made payable to KEESING (UK) LTD and send to SOMERS HOUSE, REDHILL, SURREY RH1 1BB

NAME   
ADDRESS

SIGNATURE

Special discounts for orders in excess of 5 copies per issue available on request.   
Tel (0737) 69799.

Please advise Keesing (UK) Ltd if difficulty is experienced obtaining copies.   
Tel (0737) 69799.



## NEWS

## Polytechnics offered self-evaluation plan

by Ian Nash

The watchdog body which for 22 years has validated first-degree courses in polytechnics and colleges is to devolve some of its powers to the institutions it monitors.

More than 130 institutions could be allowed to approve, monitor and evaluate their own courses, Dr Malcolm Frazer, chief officer of the Council for National Academic Awards, said this week. "This does not mean the CNAA hallmark of quality will be lost."

In future, the CNAA will offer two types of membership: "associated" institutions will have roughly the same relationship with the council as all colleges have at present; those granted devolved powers will be "accredited" institutions.

The decision follows a detailed review of the role of the CNAA and represents the "coming of age" for the non-university, public sector of higher education, Mr Frazer said. Accreditation would not be automatic, colleges must satisfy the CNAA that they have the resources, plan of action and mechanism needed for good self-government.

Larger colleges will not only welcome the move but are likely to say that devolution does not go far enough.

About 13, including Sheffield and Newcastle upon Tyne polytechnics, have been involved in pilot schemes.

The CNAA, however, has still to convince smaller colleges that the move will not be divisive, or lead to public misconception about the quality and standing of awards offered by non-accredited institutions.

The Committee of Directors of

Polytechnics is drawing up estimates of costs for self-validation and wants assurance from the Department of Education and Science that these will be met. It is expected that the DES will come a substantial way to meet them.

A grey area, however, is the effect this would have on the CNAA's own finances. An element of college funding student grant goes to the CNAA fees and it could be argued that the council's costs should be cut by devolution.

The CNAA will continue as the non-university body for information on course design, good teaching practice and student assessment. In addition, it has established a series of safeguards to maintain standards and allay the fears of the smaller colleges.

A monitoring committee representing industry, commerce and the teaching profession will carry out detailed reviews every five to seven years of CNAA-accredited institutions.

A code of practice will be established to strengthen the external examining system for student assessment, and the CNAA will have the right to intervene if standards are believed to be at risk.

The CNAA will reserve the right to withdraw accreditation at any time and will demand its own reviews at regular intervals to reassess an institution's right to accreditation.

"We hope for 30 to 40 institutions over the next three years, responsible for their own quality," he said. "Eventually, we hope that every institution will assume responsibility for validations, monitoring and reviewing courses."



Winter warmers: pupils and staff at King's Heath boys' school in Birmingham donned thermal vests and woollies instead of school uniform last Friday – not because of a power failure, but as part of an "energy week". The youngsters learned the importance of conserving energy, where it comes from and what will be needed in the

future, with the help of exhibitions and talks from the Department of Energy and the gas and electricity boards. Deputy head Alan Brookhouse and two first-years (above) took the opportunity to display their slippers or otherwise to the area's soccer team.

## Appraisal will gradually be linked to results – Rumbold

by Bert Lodge

Teachers must expect some form of "promotion by results" in future, Mrs Angela Rumbold, Minister of State for Education, said last week.

Mrs Rumbold told an Industrial Society conference that it was local education authorities' responsibility to get the right people into the right jobs, and appraisal was therefore essential.

She acknowledged that teachers are concerned about the connection between staff appraisal and assessment of pupils in some of the DES-approved pilot schemes that are due to start soon.

And she added that although there was no necessary link "you would be pretty daft if you couldn't see that it's going to be linked ultimately. I think it will come slowly but surely."

Mrs Rumbold said society today had much higher expectations of professionals. The prospect of appraisal made teachers feel insecure, but this was nothing new for other professions: doctors and lawyers, for instance, felt insecure knowing they could be called to account for incompetence.

Classroom observation was crucial, Mrs Rumbold said. She foresaw senior teachers appraising their juniors, but there were special difficulties in appraising heads.

"It's extraordinarily difficult to think about how to appraise a head unless you think about how the school has developed under him," she said.

Mrs Rumbold said appraisal had to assess the key elements in the teacher's job: skill in arousing and sustaining interest, in conveying knowledge and understanding and sustaining effort and application. The educational support grant would be providing £1 million for six pilot schemes this year and £2 million the following year.

She added: "If, in the end, appraisal does not produce more effective teaching in the classroom, then it will have to be abandoned because it will have failed."

Mr Peter Griffin, a former president of the National Union of Teachers, who has helped to form the union's



Angela Rumbold: other professionals are called to account for incompetence

## TUC seeks extra £1bn

The Trades Union Congress has pressed for an emergency £1 billion spending programme for education in a package of Budget demands to the Chancellor of the Exchequer.

The TUC says priority should be given to books and equipment, restoring lost jobs in all education sectors, reducing class sizes, phasing in maintenance allowances for pupils aged between 16 and 18, and increasing the value of student grants.

It is also calling for £180 million for school and hospital repairs.

The Budget submission, outlining measures costing £6.5 billion, is billed as the first part of a two-year package to reduce unemployment by one million.

Contracted-out services should be

returned to the public sector, says the document. Training measures must also be improved, first by a doubling to 100,000 of places in the occupational programme for adults run by the Manpower Services Commission.

"Public services are labour-intensive, and this means there is a greater saving from unemployment benefit payments and increased tax revenues." The thrust of the TUC argument is that the Government should forgo further tax cuts and invest more. Investment and capital taxes are among those that should be raised.

The TUC Budget Submission 1987 is published by the TUC at Congress House, Great Russell Street, London WC1B 3LS.

policy on appraisal, reminding ministers that there were still able misgivings among teachers. The profession needed reassurance that pilot appraisal schemes were allowed to run and come up with national prescriptions which were transmitted into properly local agreements.

Progress had been made in summer's Acas talks on pay negotiations. But there was considerable trust about Section 49 of the Education Act which empowers the Secretary of State to impose local authorities. "We hope section of the Act could be used as time as a crude and insensitive

Mr Griffin said that the Education Secretary had no determination to remove rights from teachers, it was negotiation that the profession see any agreement being reached on conditions of service in appraisal.

A national steering group of local authority, union and representatives was set up to reach agreement on the terms of a pilot scheme of teacher appraisal. Six I.e.a.s – Croydon, Slough, Salford, Cambridgeshire, and others – have been chosen to start appraising teaching staff soon.

## Caning test case

A young man who was suspended from school six years ago after releasing a can has been awarded £1,200 in compensation.

The award from the European Human Rights Commission is the first to be made since the ruling in 1985 that Britain's corporal punishment law broke the Human Rights Convention.

The Government will have to pay compensation to John Townend, his father, as well as meet the legal costs.

John, then aged 16, was suspended from Kimberworth school, Rotherham, after he was caught caning a classmate.

The suspension lasted until John reached school-leaving age in May, 1980, and he was not allowed to take his final exam.

## THE FACTS:

Over 80% of all schools in the U.K. use a BBC micro.

There are over 2000 educational software titles that can be used on BBC micros.

Every BBC micro produced since 1981 may be linked into ECONET, one of the fastest and most flexible networking systems.

Since Acorn introduced the BBC Master Series computers in the Spring of 1986, over 75,000 have been sold.

## THE CONCLUSION:



Build on your investment. The BBC Master Compact will give you an entry into the widely acclaimed Master Series technology.

A highly flexible tool, the Compact can handle computer assisted learning as well as school administration now and into the

foreseeable future. With disc drive, monitor and software packages included, the Compact represents the most economical computer system a school can buy.

Call Jeremy Preston on 0223 214411. He'll give you all the facts.

Acorn Computers Limited, Cambridge Technology Park, 615 Newmarket Road, Cambridge CB5 8PL

**The BBC Master Compact.**  
A Master Series Computer from Acorn.

**Acorn**  
The choice of experience.

"Madesimo and Schoolplan had everything we needed."

Rosie Bell and Tony James,  
Sir John Newsom School, Herts.



Last year Rosie and Tony took their school party to Madesimo in Italy with Schoolplan. They were so impressed that they are currently planning a follow-up visit.

Madesimo is an excellent choice for any school party of mixed ability. The nursery slopes are directly opposite the Hotel Arlecchino, there is an excellent range of runs for intermediates, and for real experts, Madesimo is the home of the famous Canalone run – one of the most exciting in the Alps. Add to this the fact that Madesimo is an attractive village at a high altitude, and it's easy to see why it is our number one Italian resort. For more information about this, and our other resorts for winter 1987/88 call now for our new brochure.



Setting the standard

**BROCHURE HOTLINE**  
0293 517566

Europe House, East Park, Crawley,  
W. Sussex RH10 6AS. Telex 87374



ATOL 1980

**DECIDE ✓**  
**STRATHCLYDE**  
**MAKE THE EDUCATED CHOICE**  
**FOR YOUR SUMMER SCHOOL**

At the University of Strathclyde you'll find no shortage of rooms and facilities to put on your course – no lack of accommodation in putting up your class.

And there's the added bonus of being centred in, and around, today's miles-better Glasgow.

Send off now for the details that will help you decide Strathclyde.

Write to: Linda Brownlie,  
Residence and Catering Services,  
University of Strathclyde, 73 Rottenrow East,  
Glasgow G4 0NG.

You'll find us extremely accommodating



# Drawing out support for a picture of health

by Ian Nash

The Department of Energy is seeking industrial support to mass-produce a little black box which is at the "heart" of an Essex teacher's computerized resource pack on health and fitness.

Mr Chris Smith has designed a range of low-cost body sensors that monitor such functions as pulse and breathing. Information is then displayed on the computer screen in the form of traces, graphs and highly sophisticated animated colour graphics.

A pupil's appreciation of human biology is immediately heightened, Mr Smith said when the computer package was launched last week at Tabor high school, Braintree, where he is head of computing and information technology. "Why get pupils to spend hours drawing a heart when they can see their own hearts beating on a screen or watch their pulse rates traced out?" said the former biology teacher.

The little black box which is causing such excitement is a mobile battery-driven data collector, the size of a personal stereo, that can be programmed to monitor and store information on changes in body functions.

The Department of Energy wants to use it to help pupils understand more about energy and hopes to manufacture 4,000 units for secondary schools. Mr Les Hewett, an education officer for the department, said that with slight modifications the device could be put to exciting use.

"We could get children to monitor what is happening around them, in their homes and schools." For example, heat given out by a central heating system could be compared with the energy needed to run the system.

Mr Smith's project was funded by the Health Promotion Research Trust and linked to the Biology, Health and Fitness Curriculum Project of the Association for Science Education. Apart from being useful to biology, physics, PE and health studies teachers, Mr Smith believes it will also appeal to people interested in personal health.

Other imaginative uses for the equipment have been suggested by pupils at seven schools, including Tabor, where it has been tested out. One boy, who admitted to being a failure in sport, said the device would give him new motivation. "I am intimidated in competition with others, but using this program to monitor my fitness, I am able to compete against myself."

A package of software, body sensors and the battery-driven recorder to monitor pulse-rate and breathing is expected to be available for schools soon for between £100 and £150.

Research work to develop further possibilities, including a personal fitness monitoring programme, is also being carried out by the University of Cambridge department of education.



Heart of the matter: Chris Smith, designer of the black box of computer tricks

## Conferences

### SCHOOL TECHNOLOGY FORUM

Conferences 1987 in association with The Technical and Vocational Education Initiative

#### The Technological Curriculum 5-19

##### Management and Change

Linked Conferences on Friday 3rd and Saturday 4th April 1987

### NATIONAL CENTRE FOR SCHOOL TECHNOLOGY

#### TRENT POLYTECHNIC NOTTINGHAM

The conference will examine the rationale for the technological curriculum and how managers of education, from classroom to central government, can contribute to it. Conference participants will be able to select an individual programme from the broad range of issues being tackled.

#### FRIDAY

##### Focus

The effects of management decisions at all levels, classroom, school, LEA, central government on the technological education of children.

##### Organisation

Small groups from specific school age phases working together throughout the day

Cost £12.00p

#### SATURDAY

##### Focus

National initiatives in school technology, eg. TVEI, GCSE, the primary phase, new INSET arrangements and their effects on classroom practice.

##### Organisation

Modular seminars - current issues of national importance

##### Plenary sessions:-

Current influences on the Technological Curriculum - Alan Marshall Chief HM, 'Conflict and Coherence in National Initiatives in Technological Education' - Tom Dodd Adviser to MSC and Geoffrey Harrison Secretary to STP.

Cost £13.00p

For those attending on both days details of hotel accommodation will be sent on acceptance of booking.

Further information and booking forms are available from: Robert Bowen, Conference Organiser, Department of School Technology Craft and Design, Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Phone Nottingham (0602) 418246 Ext 2183

# Further rise in examination successes for school-leavers

by James Meikle

The number of young people leaving school with some form of exam success is continuing to rise, according to the Government's latest education statistics.

The percentage of teenagers leaving school with no graded results at O level or CSE was 11.7 per cent in 1984/85 compared with 13.5 per cent in 1980/81 and 44 per cent in 1970/71.

The raising of the school-leaving age, the growth of the CSE and the introduction of lower-graded results at O level and Scottish O grade have all contributed to the statistical improvements. However there are also significant improvements in higher grades at the 16-plus exams - 10.3 per cent of school leavers have five or more grades A to C at O level or grade 1 at CSE.

At least one success in A level or Scottish higher grade was recorded by 21 per cent of 17-year-olds in 1984/85. This figure included further education and tertiary colleges, and the figure for

school-leavers only dropped slightly, from 18.2 to 18.1 per cent. The percentage of girls achieving such success increased by nearly 3 per cent to 18.2 per cent since 1970/71.

In higher education in 1984, 243,000 students achieved qualifications, 70 per cent of them at first-degree level or above. The figure was 30,000 more than in 1979 - and another 41,000 students completed nursing or para-medical courses which were the responsibility of the Department of Health and Social Security.

More than 660,000 students were receiving grants, 5 per cent more than the previous year, and more than twice the number of 1963/66.

Only limited information about qualifications was available for non-advanced further education. About 88,000 students gained Business and Technician Education Council national certificates or diplomas or similar qualifications.

More than half of all 16 to 18-year-olds were involved in public sector education, excluding training outside FE colleges. Seventeen per cent was in school, 34 per cent in non-advanced FE (largely part-time) and four per cent in higher education. Twenty per cent of 19 and 20-year-olds were further or higher education.

Pupil:teacher ratios in both maintained and independent sectors continued to fall, with the exception of those in maintained primary schools which rose between 1983/84 and 1984/85.

The average pupil:teacher ratio in public sector schools in 1984/85 was 21:8 in nursery schools, 22:1 in primary schools and 15:9 in secondaries.

Education Statistics for the United Kingdom 1986, price £1.95, is available from HMSO Publications Centre PO Box 276, London SE8 5DT.

	Attainments of UK school-leavers as a percentage of the relevant population (1)						Boys		Girls	
	1970/71	1975/76	1980/81	1982/83	1983/84	1984/85	1970/71	1984/85	1970/71	1984/85
With 1 or more GCE A levels or SCE H grades	18.6	18.9	17.0	18.2	18.2	18.1	17.8	17.9	16.3	16.8
No A levels or SCE H grades but with 5 or more higher grades(2) at GCE/CSE or equivalent(3)	7.1	8.2	8.9	9.7	10.0	10.3	6.2	8.2	8.0	11.4
1-4 higher grades(2) at GCE/CSE or equivalent(3)	18.8	23.9	24.8	27.3	27.0	26.8	16.2	24.3	17.4	28.9
1 or more other graded(4) results	8.8	27.8	30.6	32.6	32.8	32.5	10.7	33.8	8.9	31.0
No graded results	44.0	18.7	13.8	12.3	12.0	11.7	43.9	13.3	44.1	10.7

(1) Based on population aged 17 years at August 31 for 5 or more O levels and above, and aged 15 years at August 31 for other qualification levels. (2) Grades A-C at GCE O level or Grade 1 at CSE. (3) Includes Scottish O grade. (4) Grades D-E at GCE O level and grades 2-5 at CSE.

	Pupils per teacher.					
	1966/68	1970/71	1975/76	1980/81	1982/83	1983/84
Public sector						
Nursery	27.8	28.8	22.1	21.5	21.8	21.7
Primary	28.2	27.1	23.8	22.3	22.1	22.0
Secondary	18.0	17.8	16.8	16.4	16.2	16.0
Non-maintained (2) (3)	13.9	14.0	14.1	13.2	12.2	11.8
Special (2)	11.1	10.5	8.7	7.5	7.3	7.0
All schools (2)	21.8	22.0	19.4	18.2	17.8	17.6

# Prestel Across The Curriculum

Judith Askey, Prestel Education Curriculum Project manager, discusses the implications of Prestel for skills learning

We are told repeatedly in the media that our society is changing rapidly. We need to educate people to become capable users of the mass of information available to them, not victims of the technology. The most important skills for children to learn are therefore: problem solving, co-operation, communication and logical thinking.

#### Communication skills

Prestel provides a convenient means of disseminating information to a large number of people cheaply and rapidly. Prestel is a stimulus for discussion and can help develop skills of writing in a variety of styles and reading for information.

The new GCSE curriculum and the new Scottish standard grade stress communication and investigative skills. Prestel allows teachers to address these priorities, whilst letting children learn through their own experience.

#### Vocational skills

Prestel provides a practical demonstration of modern office and communications technology. The students are able to use the system as a source of business information and at the same time acquire vocational skills which are directly transferable to the workplace.

Information skills Using Prestel is an effective way of learning information skills. The same kind of skills are required for searching both computerised information systems and traditional print media. Whilst the skills are the same, the technology clearly demonstrates the need to acquire them. As computerised data banks become more widely available, the need for children to master information handling skills is crucial.

#### How are schools using Prestel?

Prestel offers schools a vast source of information and resources applicable to many curriculum areas. You can find information useful in Geography, Sci-

ences, Mathematics, Home Economics, Careers and Business Studies.

"Microviewdata" software, designed for the school microcomputer, is a useful adjunct to Prestel. Whilst Prestel offers students the opportunity to experience on-line information systems, microviewdata allows them to download useful information from Prestel, and structure it into a database to which they have added their own information. This customised database, which combines professional information and the students' own research can be made available in the school library. In this way students are given a sense of purpose and an audience for their work.

## Unlimited use of Prestel for £192 a year

Prestel Education has recently introduced a new tariff which offers schools, teachers' centres and LEA advisers unlimited use of Prestel, without incurring any time charges.

It costs £192 a year and includes unlimited use of Prestel Education, Prestel Microcomputing and Micromet 800, Prestel mailbox, and all the general information and services on Prestel. All Prestel time charges are included, so the only additional costs to pay are the telephone calls to the Prestel computer (now at local call rates for 99% of the country) and any Prestel frame charges incurred.

The new tariff is only available to schools, teachers' centres and LEA advisers, Further and Higher Education colleges and other educational establishments will continue to be eligible for the standard education tariff of £80 a year plus 4p per minute time charge. Schools, teachers' centres and advisers may also remain on the standard tariff if they so wish.



A group of children at Wellfield Wood Junior School in Stevenage, who have created their own database on Prestel. You can see examples of other databases created by schools on Prestel page 88761. (Photograph courtesy of Nash Here Gazette)

## Travel to Cairo

A fifteen minute Prestel project

"A business opportunity has arisen for your firm with a client in Cairo and you are required to make the travel arrangements."

How would you go about it? Perhaps the first thing to do is to make a check list of requirements. This may look something like this:

- 1 Flight from London to Cairo
- 2 Train times to London
- 3 Over-night stay required?
- 4 Accommodation in Cairo?

How would you then set about finding the information you need? Telephone or visit the local travel agent? See what reference books there are in the library? If you had access to Prestel you could quickly and easily find all the information listed above.

Page 313202 has details of British Airways flights to Cairo. On the other hand, if you felt like stopping off in Barcelona or Belgrade, you could travel by Iberia or JAT Yugoslav Airlines. See page 1469101 for the Air Travel to Egypt Index.

British Rail timetables start on page 221.

Page 500633165, provided by the DHSS, tells you that while no health protection measures are essential for entry, protection for Cholera, Malaria, Typhoid and Polio is recommended. They also recommend you take out medical insurance.

Page 50211250, from Thomas Cook, gives you advice about visas. For Egypt you need both a personal and a business visa.

And page 1469105 gives you details of Accommodation in Egypt. Would you prefer The Cairo Sheraton, or the Mena House Oberoi, "set in an oasis of 40 acres of rolling lawns and gardens" near the pyramids of Giza.

Looking at Prestel in a little more depth, you can find other relevant information you might not have included on your original check list, such as the weather (sunny and 35 degrees Centigrade on September 18th).

Of course, what matters is not just the content of the exercise, but the skills the children learn by carrying it out. The project was first planned for a group of students doing a BTEC Catering course, but it could easily be adapted for use in a wide range of business studies related courses. At the Isle of Wight College it has also been successfully used with a group of slow learners and handicapped students, and with a retirement class.

Across the country, enterprising teachers and librarians are devising other exercises in the use and application of Prestel in the curriculum. Some of these developments are being coordinated through the Prestel Education Curriculum Project. The purpose of the project is to develop materials to support teachers using Prestel and we hope that the first packages developed by the project will be ready early in the new year.

In the meantime, teachers who already have access to Prestel should look at the new Business Studies curriculum guide on Prestel page 8884211. This provides a full list of Prestel pages relevant to the Business Studies curriculum.

Those teachers who don't yet have access to Prestel should ask questions like "When is our school getting its DTI modem?" "Who in the school is going to be allowed to use the modem?" and "When is our school going to subscribe to Prestel Education?"

(This article first appeared in Network User magazine).

Some useful areas on Prestel

### BUSINESS STUDIES

Department of Trade and Industry \*20451 # Economic statistics, including balance of payments, capital expenditure, motor vehicle production, film and cinema.

Department of Employment \*80047 # More statistics, including unemployment figures, average earnings and retail price index.

Prestel Cityservice \*881 # Share and commodity prices, business news etc.

### HOME ECONOMICS

Health Education Council \*544 # Includes advice on family planning, smoking, food & fitness.

Which \*1238 # Consumer information, including guide to healthy eating and new car guide.

Information for disabled people \*1625 # Includes information from the Royal National Institute for the Deaf, Sports Council, British Rail, British Airways.

Nationwide Building Society \*350242 # Regional house prices.

### GEOGRAPHY

British Tourist Authority \*220 # Gazetteer to over 1,000 towns and villages in Britain.

Prestel Travel Index \*747 # Travel by air sea and land, holidays and accommodation.

Met Office \*208 # Weather forecasts, reports, warnings and statistics.

### PHYSICAL EDUCATION

Sport Council \*300 # How to take part in sport, where to participate and calendar of events.

SCIENCE Du Pont \*4585001 # Oil industry application products.

May and Baker \*202841 # Guide to holiday health care.

### GOVERNMENT INFORMATION

\*8001 # Government departments, ministers and press releases.

\*5000 # Parliament, including details of current business.

\*800180 # Index to all government information on Prestel.

### DEMONSTRATING PRESTEL

Eight easy lessons on using Prestel \*333100 #

Prestel Focus \*123 # Helps you find the best of Prestel.

Demonstrating Prestel \*88420 # Prestel Education's own "Pocket guide to Prestel."

To find out more about Prestel Education telephone us on 01 822 1012, or send the coupon:

I am interested in subscribing to Prestel Education. Please send me further details and an application form.

I am especially interested in using Prestel for (please tick as appropriate)

☐ Computer studies

☐ Careers information

☐ Course vacancy information

☐ Library use

☐ Curriculum applications

☐ Special Education

Name: .....

Position: .....

Name of establishment: .....

Address: .....

Telephone: .....

Type of establishment: .....

Send to: Prestel Education, Telephone House, Temple Avenue, London EC4Y 0HL

TES 287



Sue Surkes visits a Tudor mansion which now houses a specialist school run by the Royal National Institute for the Blind

## A shelter on the pot-holed road to independence

James Edwards caused something of a sensation when he head-butted the headmaster of Rushton Hall School, the Royal National Institute for the Blind's school for the visually impaired and handicapped.

Mr Robert Orr can now afford to laugh about the black eye he sustained. But at the time James, who has behavioural problems and only peripheral vision, was in a sorry state. And his mother Pat was at her wits' end.

James, now aged 11, had been attending a special school where there had been no specific provision for blind pupils. According to Mrs Edwards, he had been left to walk into door frames, had not been warned about steps and had been surrounded by so much noise that he had been unable to locate sounds.

"We came to Rushton Hall and it was just as if he was walking into a piece in a jigsaw puzzle," she said.

Although James is more disturbed than many of the school's pupils - he is one of six children in a special unit - his admission reflects the way the RNIB is diversifying in response to the integration of the blind and partially sighted into mainstream schools.

The institute supports integration where the appropriate provision is made and already offers advisers, in-service training help and assessment facilities to integrationist local education authorities. "If the RNIB has a role, it is to see that the integrationist approach i.e.s are providing is appropriate," Mr Tony Lenney, director of education, said.

But the RNIB is also focusing increasingly on a group of youngsters for whom there are often no appropriate

i.e.s. facilities at all - the blind and profoundly handicapped.

A demographic survey commissioned by the institute two years ago showed there could be as many as 2,500 children in schools and hospitals for the mentally handicapped with unidentified visual problems.

"This is an area where we can have the biggest impact," said Mr Lenney, former chief education officer for Haringey. "It is where the least provision is being made."

Rushton Hall, a 16th-century mansion set in 28 acres near Kettering, Northamptonshire, was bought by the institute for a peppercorn price in 1961. Its 42 pupils, aged up to 12, enjoy the support of 98 staff and a range of facilities from mobility and vision aids to a swimming pool, ponies - and even an additive-free diet.

The school aims to give the children the skills and confidence to become as independent as possible. Fees are paid by i.e.s but the RNIB provides subsidies.

The ornate sandstone building, whose majesty its current inhabitants are so tragically unable to appreciate, may have changed little over the years. But the nature of the school's intake has altered dramatically.

In 1980, 36 of the 40 pupils had language, 23 could use braille and 33 could move around freely. Of the 42 youngsters registered last autumn, 11 had language, 13 were freely mobile and only one could use braille.

The increasing severity of handicap has had various knock-on effects. Conder Hall near Shrewsbury, the RNIB's senior school for the blind and additionally handicapped to which many Rushton Hall pupils transfer,



Light reflex: Stephen, one of the pupils at Rushton Hall, responds to a torch shone through coloured plastic

will have to re-assess its own provision.

And a group of parents have set up the Vision Homes Association to provide long-term accommodation, care and training for blind, multiply-handicapped adults who have left home or school.

But it is at Rushton Hall itself that the most significant changes are taking place. The curriculum has already been adapted and now focuses more on basic skills such as language.

Unfortunately, with more children than ever using wheelchairs and other forms of support, Rushton Hall is running out of space.

Staff are currently exploring a series of options to give existing pupils more room and to swell the intake from 42 to 50. Farm buildings might be converted or the RNIB might even sell Rushton Hall lock, stock and barrel and move somewhere else.

But even if the school looks completely different in 10 years time, the RNIB's staunch belief in the importance of its specialized role will be the same.

"The children who come here are here because there is nowhere else to go," said Mr Orr. "There has got to be a sanctuary."

## IN BRIEF

### Parents back sex lessons

Teenagers' parents approved sex education in schools but were young, researchers have found.

The results of a Royal Society project, of which the Institute published last week in book form, *Education in Sex and Personal Relationships* reports the findings of more than 400 interviews with parents of their 14 to 16-year-old children.

The teenagers also backed sex education they received at school. Parents were worried about the influence of pornography on their children, showing that they were as violent as the norm. Nine per cent of the youngsters said they had seen a pornographic video - and been prevented from trading it by their parents because it contained deemed too explicit.

The book, by Isobel Allen, is available, price £7.95, from bookshops direct from the PSI at 100 Park Lane, East, London, NW1 3SR.

### Aids leaflet

One in two teenagers surveyed in Londonderry secondary school had not seen the Government's AIDS leaflet. One hundred 14 to 16-year-olds were not sure the literature had been sent to the home. Of those who had seen the leaflet, only three said they had been prevented from trading it by their parents because it contained deemed too explicit.

### PICKUP more

A £162,000 scheme has been set up jointly by the Department of Education and Science and the National Computing Centre in London to help firms improve their skills by using the latest new technology. The 18-month project, which aims to use high-quality advice service for companies in the northwest, is supported through the DES PICKUP (Personal, Industrial and Commercial) service.

### Drug project

An educational programme on misuse is to be sponsored by London borough of Richmond in partnership with the district health authority.

### Fifth-form guide

Gwynedd's careers service has published an information pack for the county's fifth-formers, which gives details on the options available to them continuing in education, leaving school to get a job, or entering the Youth Training Scheme or job-based work. It gives advice on job-based skills, application procedures and the careers service can help.

### Minority boost

Bradford and Ilkley Community College has increased the number of Asian and West Indian students on its graduate certificate in a new course by a quarter this year. In 1986 16 per cent of its PGCE students were from these ethnic minorities. The sharp contrast to the national average where numbers of Asian and West Indians in final-year BEd and PGCE graduate certificate places declined 2.5 per cent of all initial teacher training students.

### Street wise

Ford, the vehicle manufacturer, fund a new £200,000-a-year science bursary in automotive engineering at Loughborough University for graduate employees. At least 10 students will take part in the bursary courses.

### Industry prize

St Mary's Roman Catholic school Carmarthen has been awarded a prize for winning Dyfed's first computer to promote links between school and industry. Children from the school produced a computer program which with a local software developer.

Perrys primary school judged to have set up the best enterprise in making pop-sticks and picture frames from old pop sticks and marketing them under the brand name Lollipop.



Angela Keane has moved from her role as Assistant to Chief Executive to Sales Coordinator for TTNS. Mailbox no: TCD011.

# TTNS AND KEEPING COSTS DOWN

Most Educational establishments are on fixed budgets and therefore although wanting to make the most of TTNS, there is a need to minimise costs. The most effective way of doing this is to minimise the time on-line. This is an example of such a strategy:

## MAIL

- One of the first duties of the secretary in the morning is to go on-line and 'spool off' the letters for the day. By switching on the disc drive and using the command READ ALL at the system level sign all mail will be transferred to disc without a pause. (12 screens of writing per minute).
- When off-line, using a word processing package, hard copies should be made of each letter preferably on continuous paper using a fast matrix printer. The letters can then be circulated to the appropriate members of staff using the normal distribution system.
- Whenever possible, it is always a good idea to prepare replies to letters off-line, using an appropriate word processing package. A group of children are preparing pen-friend letters which will be sent through the system using WPMail. (Details of how to use these facilities are described in Appendix 3 on page 109 of the Users Manual Part 2). WPMail facilitates letters to be sent in bulk.

## DATABASES

- As for mail, a nominated member of staff needs to be responsible for spooling off the weekly database update - an index of everything new on the database from the previous week is uploaded every Monday evening. This is found on the main menu under TTNS AND DATABASE NEWS. Once on disc these can be easily made into hard copies as described for MAIL.
- The weekly updates are made available in the staff room for colleagues to browse through at their convenience. In this way members of staff are able to identify quickly files which might be of interest. Unless a copy is required urgently, requests should be registered and the information spooled off with other requested files, by the member responsible for TTNS, at a convenient time.
- When information is required from the system, it is important to use all facilities available, to preserve valuable teaching time. For example, using keyword search, as described in Section 3.4.1 of the User Manual Part 2 (Page 16), the user is able to identify specific files quickly. Also the profiling facility (as described on the system by typing INFO PROFILE at the system level sign) will ensure that if requested, new material is posted to a user's mailbox whenever a specific file is updated.



Handling out the Mail



Preparing Letters Off-line



More time to Teach

## HELPFUL HINTS FOR EFFECTIVE USE OF ELECTRONIC MAIL

Whenever possible prepare letters off-line using a word processing package. This will reduce your telephone bill and enhance the appearance of the text.

Always start your communication with a personal identifier to indicate to whom the letter is being sent. In many cases more than one person has access to a particular mailbox and a greeting ensures that the mail will be seen by the correct recipient. Likewise, you should always terminate a letter with your own name.

Always make sure that the SUBJECT heading of letters is meaningful - for example, 'SOFTWARE' may not mean a great deal when you receive a reply in three weeks time, and does not mean much when the recipient 'SCANS' his mail. Much better to use, say, 'Comments on version 2.00 RML 4802 software'.

A comprehensive MAILREF file can be a great help in the distribution of your mail. For example, you can build distribution lists in your MAILREF and send your letter to many mailboxes simultaneously by typing, say MAIL SEND COLLEGES. Even in its simplest form, a MAILREF file can help you by avoiding the need to remember individual user IDs. For example, it is much easier to send a letter to 'ANGELA' than TCD987. (For further information please refer to Chapter 9 of the Users' Manual Part 2 on page 63).

Make good use of all mail commands as outlined in Appendix 6 on page 131 of the Users' Manual Part 2. A good working knowledge of these will save time and money. Also try typing QSC (Quick Scan) in response to 'Send, Read or Scan'.

## HELPFUL HINTS FOR EFFECTIVE USE OF THE TTNS DATABASES

Whenever possible, access parts of the database using the relevant mnemonic rather than via the menu system. Make sure you always have a list of the mnemonics available for easy reference. (List on page 19 of Users' Manual Part 2). Also by typing INFO MNEMONICS at the system level the user will receive the up-to-date list including the mnemonics for the latest databases. A print out of this would be useful.)

In order to save time on-line, and consequently save money on telephone bills, always save relevant documents to disc and view them off-line.

Use the PROFILE BUILDER wherever possible. For a specific database section, the user may specify and store a search criteria. Whenever that section of the database is updated, the stored search item is automatically activated by the TTNS database software. If new articles are found which satisfy the stored criteria, those articles are instantly sent to the user's TTNS mail box. This means that the user can confidently wait for any appropriate information to arrive in his/her mail box. Further information can be obtained by typing INFO PROFILE at the system level sign.

When using the National Database, make sure you make good use of the 'Keyword Search' facility. Careful planning of the search words will prove productive in terms of the relevance of the retrieved articles. Too general a question will obtain a retrieve list containing many irrelevant articles. Too specific a question, and you may miss articles in which you are really interested.

Become familiar with the BACK and STOP commands. They ONLY operate when the user reaches the 'Read, Scan or Search' prompt. STOP gives you the option to enter another Service Code and BACK allows you to go back to re-input your previous command. If you wish to return to the menu type HELP.

## Teachers' status 'too low'

The school system has failed to produce enough literate, numerate and motivated pupils to meet the needs of industry and the professions, a university president said last week.

Sir John Mason also claimed that despite enormous investment in education since the war, the system had "produced" large numbers of school-leavers with little to offer and nothing to look forward to.

Sir John, president of the University of Manchester Institute of Science and Technology, told the university's

annual court meeting: "There is widespread dissatisfaction among parents, employers, and teachers themselves. Perhaps even more serious is the rapid decline in the stature and standing of the teaching profession, where morale is said to be at the lowest ebb in living memory."

He called on teaching to be raised to an honourable and honoured profession, as in the past, and put on a par with nursing and medicine in a bid to halt "the decline in the social status and authority of the teacher".

## Welsh pupils told they need food for thought

by Iola Smith

Welsh children are being encouraged to eat a hearty breakfast before leaving for school.

A survey of 6,500 secondary pupils' eating habits has shown that one in five girls and one in ten boys do not eat breakfast.

The research was carried out by members of the Heartbeat Wales project who have warned that children who skip breakfast are often not in a fit state for schoolwork, and are more likely to "fill up" with snacks from the tuck-shop.

Children would be far better off starting the day with a bowl of cereal and some slices of high-fibre bread, the researchers say.

The project also found that take-up of school meals declines with age. About 60 per cent of first-formers eat school lunch, but by the fifth-form this figure has dropped to 40.

Mr Don Nutbeam, the project director, is concerned that the growth of cafeterias in secondary schools could lead to a decline in nutrition standards. And he is particularly worried by the survey's finding that many pupils select cheap cafeteria options to save money for cigarettes.

Nevertheless, menus are becoming healthier. "There are signs that the nutrition message is beginning to get across," Mr Nutbeam said. "The majority of girls prefer brown bread to white, and most youngsters prefer chicken to red meat. But there is still scope for improvement as fish is not as popular as meat, and margarine is considered inferior to butter."

The survey also found that 85 per

cent of 11-year-olds had tasted alcohol, and 66 per cent of girls and 75 per cent of boys in the fifth-form claimed to have been drunk at least once. Some counties are now investigating teenage drinking, however, and Dyfed is appointing an advisory teacher to develop an alcohol prevention policy.

The Heartbeat Wales survey was made possible by a £50,000 grant from the Welsh Office. It forms part of a World Health Organization study into the health of European youth in which 11 other countries are participating.



Cafeteria meal: worry over standards

"The Schoolplan service has been absolutely excellent."

Judith Hunt, Addington High School, Croydon.



Setting the standard

When a new school organisation is first set up it's exciting for staff, students and Schoolplan alike. It's also a great responsibility, as choosing the right resort in which to introduce almost eighty 13-16 year olds to the exhilarations of skiing is no small matter. After much consideration and consultation with her Schoolplan Travel Advisor, Judith chose Les Carroz in France. It has an unbeatable combination of 500m of marked piste, every kind of lift and slope, and exclusive accommodation run by our own Schoolplan staff.

In Les Carroz we also have our own ski school, staffed by fully qualified BASI instructors, and our own ski equipment of the finest quality. Judith wasn't taking any chances when she booked her ski group. That's why she booked with Schoolplan. Les Carroz is just one of many Schoolplan resorts. If you would like to see our full range of ski centres please telephone and ask for a brochure.

Europe House, East Park, Crawley, W. Sussex RH10 6AS. Tel: 07374.

0293 517566  
ATOL 1660

## THIS MONTH ON TTNS .....

Moving to a bigger computer  
TTNS is upgrading its computer resources. From Monday 9th February all TTNS users will be using the new machine.

The Keyword Searchable Directory  
Along with the larger computer, TTNS are launching the new user directory. The directory is searchable on five fields: contact name, mailbox number, type of user, I.E.A., and the name of school or establishment. Any user can also match types of users with I.E.A. so, for example if you are a Green Officer in Avon you can search for all the Green Officers in Avon and list them out.

Another Newspaper Simulation day  
... some of you will remember hearing about the Newspaper Simulation day on 25th of November, when TTNS acted as a NEWSPAPER AGENCY for schools producing newspapers in a day. Using TTNS the schools received REAL NEWS first on the electronic mail. Another day is now confirmed for March 5th, all schools on TTNS are welcome to join in. Mail Helen Miller on TCD004 or type INFO NEWSPAPER for further information.

Access to ECCTIS and NERIS  
... ECCTIS, the educational careers database and NERIS, the educational resources database will be available via TTNS for selected users by the end of February.

find these on the EXAM BOARDS database.

Order your copy of the T.E.S.  
... why not order your copy of the TIMES EDUCATIONAL SUPPLEMENT using the automatic subscription form on TTNS? You will find this in the SCHOOLS RESOURCES database.

Another Newspaper Simulation day  
... some of you will remember hearing about the Newspaper Simulation day on 25th of November, when TTNS acted as a NEWSPAPER AGENCY for schools producing newspapers in a day. Using TTNS the schools received REAL NEWS first on the electronic mail. Another day is now confirmed for March 5th, all schools on TTNS are welcome to join in. Mail Helen Miller on TCD004 or type INFO NEWSPAPER for further information.

Access to ECCTIS and NERIS  
... ECCTIS, the educational careers database and NERIS, the educational resources database will be available via TTNS for selected users by the end of February.

NERIS, the educational resources database will be available via TTNS for selected users by the end of February.

IBM want to be in touch with you via TTNS  
... the application of Information Technology across the curriculum ensures a greater level of computer literacy amongst the population. That is why IBM are bringing their projects to schools throughout Britain using TTNS. One of their projects will be a Schools and Colleges Information Service, which will be both interactive and flexible to the needs of the users.

The keeping costs down case study  
... The information on KEEPING COSTS TO A MINIMUM above is available in a glossy, colour case study which has been produced with the co-operation of the BANKING INFORMATION SERVICE (BIS). The BIS will be writing to all schools asking those which are members of TTNS to order their free copy of this and other Case Studies.

For further information please call the TTNS office on one of the numbers below or complete the form. TTNS are waiting to TALK TO YOU ... Any member of staff at TTNS would like to answer any query you may have, please telephone on 01-833 7014 or 01-833 7615

I would like further information about The Times Network Systems Ltd. I am specifically interested in (please tick one of the following):

- |  |   |
|--|---|
| <input type="checkbox"/> Secondary         | <input type="checkbox"/> Electronic Mail      |
| <input type="checkbox"/> Primary           | <input type="checkbox"/> International Links  |
| <input type="checkbox"/> HE/FE             | <input type="checkbox"/> Administration       |
| <input type="checkbox"/> Careers           | <input type="checkbox"/> Commercial Databases |
| <input type="checkbox"/> Teacher Resources |   |

Name: .....

Position: .....

I.E.A./Organisation: .....

Address: .....

Telephone Number: .....

Please return to TTNS, PO BOX 7, 200 Gray Inn Road, London WC1X 8EZ.





Over the past few months there has been continuing political controversy over whether there really is a north-south divide in Britain. The debate spilled over into the educational arena at the North of England conference when Mrs Josie Farrington, who chairs Lancashire's education committee, accused Mr Kenneth Baker of failing to do anything to help impoverished northern authorities.

However you explain or rationalize the geography of poverty and unemployment, the educational consequences are real enough. Schools share directly in the fortunes of the

neighbourhood they serve, as Jeremy Sutcliffe's investigation shows.

On the next three pages we publish his report - which is based on inquiries in two urban communities, Luton and Sheffield. He begins by comparing the two communities and - here and opposite - interviews education officials in Sheffield and tours one of its most depressed council estates.

On page 18 he describes a comparable estate in Luton and talks to teachers about the difficulties they experience in moving from the north to the south.

## A tale of two towns

But for an accident of geography Luton might have slotted neatly into any of the great northern or Midland conurbations.

A heavy engineering town, traditionally dependent on the motor industry, aircraft and hat-making, it is one of the south's most relentlessly industrial towns, with a high percentage of manual, semi-skilled and skilled workers.

If the great shake-out which rocked British manufacturing in the early 1980s had to hit anywhere in the south, it had to be Luton. And that is what happened. Between 1979 and 1982 unemployment rose from 3.9 per cent to 11.3.

The near three-fold increase almost precisely paralleled the increase in another heavy industrial centre. In Sheffield, dependent on its world famous steel industry no less than Luton on Vauxhall's, more than 30,000 jobs were lost as unemployment climbed from 4.7 to 13.8 per cent.

But in 1983 something happened. In Sheffield the unemployment rate continued to rise to its present total of 17.2 per cent. In Luton, however, there was first a rapid fall, followed by a steady drift downwards. Now, unemployment stands at only 8.5 per cent.

The arguments about a widening gulf between the burgeoning south-east and the depressed north, South Wales and large parts of the West Midlands, has now surfaced in the field of education.

At last month's North of England Education Conference Mrs Josie Farrington, deputy chair of the Association of County Councils' education committee, lambasted Mr Kenneth Baker for failing to do enough to help impoverished northern authorities. Her argument took up the cry (not restricted to the north, or the metropolitan areas) about "crumbling schools".

One of her bitterest complaints was that northern authorities are unable to raise anything like the sums that their southern cousins can on the sale of

redundant school buildings in order to refurbish existing schools.

For many i.e.s now facing up to big reorganizations, and closure programmes brought about by falling rolls, the argument is a serious one. In Sheffield, prime building land is worth £100,000 an acre; in Luton it is fetching three times that; in affluent Surrey the value of building land is far higher.

The difference in land values suggests that, increasingly, two different economic systems are operating north and south of the Severn and Trent. And there is evidence that the divide is hitting the mobility of teachers.

There is now a gulf in house prices between Sheffield, where an average three-bedroom semi is worth £27,000, and Luton, where the average is between £60,000 and £70,000. The gap is widening rapidly, and is even more marked if you are moving from parts of the north-east to Surrey or Kent.

More disturbing still is evidence that education in the north is beginning to suffer from long-term deprivation. The gap between the numbers of children on free school meals in the north and south is increasing. That is one indication. Vandalism too, shows a marked increase in areas like Sheffield, which is not apparent in most Luton schools. Absenteeism rates in Sheffield are also higher.

In Sheffield, however, there are many success stories. Some of its schools score very highly in examinations; its pupil-teacher ratio is one of the best outside London; and it is planning innovative changes in the secondary school curriculum aimed at increasing motivation among the bottom 40 per cent of pupils.

What is so worrying to education officers is that their plans to improve children's schooling will be thwarted by the effects of long-term youth unemployment and poverty. As one of Sheffield's senior assistant education officers, Mr Martin Shepherd, put it: "Against that background, and despite the fact that we are a high spending, energetic, committed authority, we still find it difficult to stand still."



Murals were painted on the Stand House School shelter in an attempt to discourage vandalism... but it didn't work

## Collapse of the steel prop

The gaily-coloured Mickey Mouse, daubed on the shelter of Stand House nursery and infants school two summers ago as part of a community arts project, brings an eerie touch of unreality to one of Sheffield's most depressed council estates.

The project harnessed the talents of a group of teenagers in an attempt to discourage vandal attacks on the shelter. But it didn't take long for the shelter to become vandalized once more. Graffiti was scrawled over the artwork and the glue sniffers moved in, leaving their tell-tale plastic bags behind. Frequent fires have discoloured the bricks and concrete; old bedsteads, trolleys and other debris are left lying around to be removed by the long-suffering caretaker.

For 17-year-old Lisa White, who helped paint the murals, the graffiti, no less than the paintings, are an expression of how the local youth feel. Youth unemployment, a decade ago a comparative rarity even on the Manor Estate (for many years in the top five wards in Sheffield's poverty league) was rare. Now it is the rule.

"There's not more than five people on this estate that has got jobs among the young ones. We've tried to get a job and just can't."

Most of Lisa's friends are on the Youth Training Scheme. She is unemployed. Her 22-year-old brother, Shaun, has never had a full-time job. Her father, once employed in the

steelworks, has not worked in years.

Throughout the deprived south-east of this once proud steel city, served by a quarter of Sheffield's 38 comprehensive schools, youth unemployment is rife. More than half the school-leavers go on to YTS schemes, while only 1 in 10 go straight into employment.

Sheffield's unemployment rate, currently 17.2 per cent, is not unduly high by northern standards. But for a city which has avoided the worst of previous slumps, the picture is depressing. The collapse of steel and manufacturing has tripled dole queues in five years, with a consequent collapse in confidence in the community.

In Manor ward, the unemployment rate is 25 per cent, while in the catchment area of Stand House school, 7 out of 10 adults are out of work. More than 90 of the 110 infants at Stand House receive free meals.

Headteacher Mrs Ann Hedley arrived in Sheffield in 1980, in time to witness its decline. "In that time I have seen the industry demolished - it's just gone. It's very strange. Sometimes it feels very dead and for someone who knew the town when it was alive it must be a terrible experience. And there's nothing replacing that."

"The frustration in the estate was expressed in 1983 when a pair of semi-detached houses were vacated at the same time, and then were so badly vandalized that they had to be demolished. It was a different kind of vandalism that had never happened before, and that made people on the estate really worried. That was extreme then, in the summer of 1983. Now it would surprise no one."

Unemployment has led to a marked increase in stress among local families. Lack of money, and deteriorating housing stock worsened by cuts in maintenance, has brought a big increase in health problems. Alcoholism among parents is on the increase.

The stress has put extra pressure on the seven permanent teachers (including the head), who also have to deal with 63 nursery children. Their job is not helped by the state of the school building. Once purpose-built for a dream, estate built after the war to rehouse families from inner city slums, it is steadily crumbling under a combined assault from nature, wear and tear and vandalism. Recently, however, the nursery was remodelled, providing an attractive environment to play and learn in.

The school also benefits from its council's "positive action" policy. For

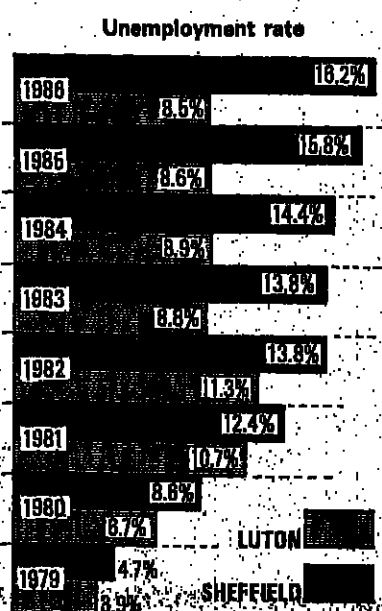
three of the past four years this has brought in an extra task force teacher, who has been working with parents. As part of an urban primary project last year, a parents' workshop and resources room was set up. An adult education course in computers is also about to start.

Two home teachers (shared by the schools in the area) also spend several hours a week visiting families with pre-school children, preparing the toddlers for the nursery from the age of three upwards.

"The level of stress in the home is often very high and home teaching can be a great help in stimulating their learning support for the families. Many of these children have no toys," said Mrs Hedley.

Evidence of stress-related illness and increased ill health is apparent, too, among older children. At one of the number of first-year children with medical problems increased from 9 per cent in 1980 to 19 per cent in 1985.

"Many of these children are trying to cope with stress at home, and one of the ways they respond as they grow older is by rebelling against authority," said Mrs Hedley. The sorts of stress they are subjected to are reflected in their ability to concentrate. Clearly, the old way of motivating children by holding up the world of work as an incentive, has gone.



## The emotional cracks begin to show...

"We had Kenneth Baker at the North of England conference saying attendance rates were low, and blaming boredom for it. But he gave no analysis of the problem and made no attempt to put it into the context of deprivation and motivation."

The speaker is not, as you might expect, a politician, but Mr John Roberts, deputy chief education officer in Sheffield. Had the Education Secretary bothered to look under the surface of the very real problems facing schools, Mr Roberts argues, he would have found good reasons why some children are turning their backs on school.

One of the main reasons - and one with which Mr Baker would agree - is that the secondary school curriculum is not relevant to many teenagers. Sheffield education authority is currently reviewing that situation with the intention of developing a much more practical, actively-based curriculum.

But the problem goes deeper. While there is no statistical evidence to show trends in attendance at schools, there are other indications of rising poverty and stress, which education officers believe are linked with the rise in unemployment.

The number of children in the city receiving statutory free school meals has increased steadily from 15 per cent of the school population in 1982/83 to 25 per cent now. School clothing allowances paid by the council to low income families also increased be-

tween 1982/83, when they were received by 15,000 children, and 1985/86, when 18,500 received them.

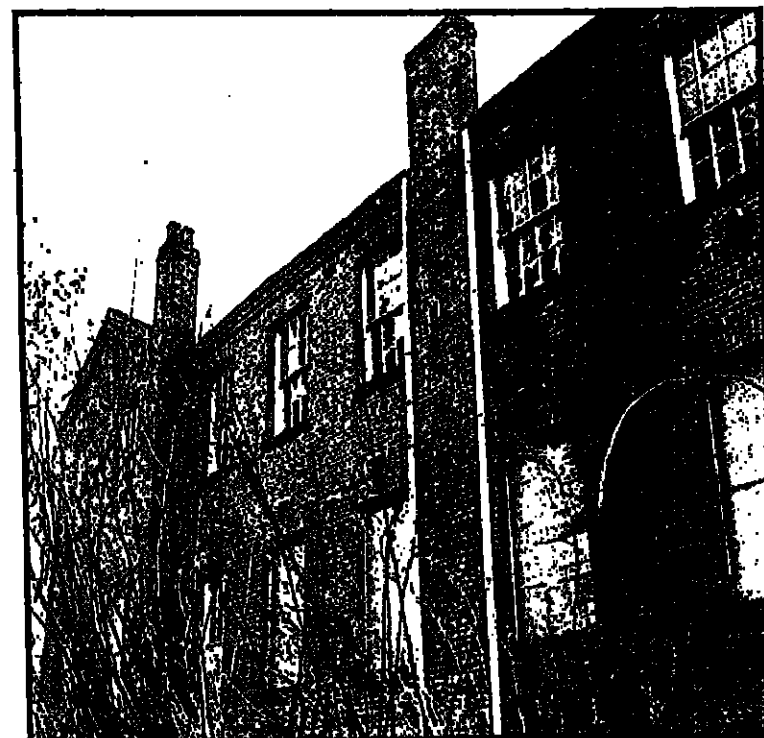
The devastation caused by the recession - more than 30,000 jobs lost in the city since 1979 - has had two levels of impact on schools. One is that unemployment and poverty have led to an increase in breakdowns among families, and schools have had to cope with the stress it causes pupils.

The other area is the effect hopelessness (pessimism about getting a job in the future), is having on pupils' motivation, particularly in the fifth year in secondary school.

The problem, according to another senior officer, Mr Ian Birch, is even affecting middle-class children. "It is a constant battle with my own daughter, who is going through O levels, to motivate her because of the chances of getting a job. If it is even hitting her, and she is one of the lucky ones, what chances have children from deprived backgrounds?"

Staying-on rates in Sheffield are also suffering. In 1984, 25 per cent of pupils entered the sixth form, with a further 11 per cent going on to further education. In 1986, the sixth-form figures fell to 21 per cent though the FE rate remained at 11 per cent.

This conceals more dramatic trends, oddly, at the two extremes of wealth and poverty. In the impoverished south-east of Sheffield the sixth-form staying-on rate fell from 14 per cent to 7 per cent, while FE entry went up



In Sheffield there are no fortunes to be made out of surplus school buildings

from 9 to 10 per cent.

In the affluent south-west, the sixth-form staying-on rate fell in the period from 35 to 24 per cent. Against this trend, however, the numbers entering FE increased by 2 per cent.

The dramatic fall in staying-on rates in these areas is matched by a similar rise in youth unemployment. In Sheffield as a whole, 45 per cent of school-leavers went on to YTS places (3 per cent up on 1984), 10 per cent were still unemployed at Christmas (1 per cent up), while 9 per cent went straight into permanent employment (1 per cent down on 1984).

Education officers are now pinning their hopes on the city's new tertiary scheme, due to start in September 1988, reversing the downward trend. Ironically, in south-west Sheffield, where FE has increased in popularity

against the local trend, there will be no tertiary colleges because the Education Secretary upheld parents' objections to the scheme.

Education welfare officers are coming under increasing pressure, according to Mr Don Pennock, senior officer in charge of the service.

Mr Pennock stresses attendance rates in Sheffield schools remain healthy, although the non-attendance rate appears to have increased. "But I think that picture needs to be put in the context that those who are absent are being absent for a much longer time."

"It is much more difficult to get a group of disillusioned children back into school. So although the trend is not alarming - I do not think we are on the verge of collapse and children walking out of school - I think it does reflect disillusionment."

Mr Pennock points a depressing picture of how unemployment in the family can sap motivation. "When a family is in employment, the breadwinner has got to get up to work. That means the rest of the family organize their day round that. Now in a family where there is no employment, you have people who do not get up until midday and do not do anything until bedtime when they switch on the telly."

Vandalism is another indicator of deteriorating behaviour. Figures in Sheffield put the cost at £431,000 in 1985/86, well over double the figure recorded in 1981/82, when the present system of recording vandalism was adopted.

This points to another aspect of the north-south argument which is now ringing in education circles. As Mr Baker remarked, at the North of England conference, local authorities are able to refurbish school buildings partly by selling off surplus land. Sheffield has been told it can spend up to £3.2 million in this way. "That is a nice bland statement, but there is no way we can raise that sort of capital," said Mr Bob Bennett, the i.e.a.'s press officer.

Last year, the former 600-place Roman Catholic secondary school, St John Fisher, was sold (without its playing fields) for £140,000 to South Yorkshire Fire Service. The cost of replacement would be between £2 million and £3 million, according to officers.

Just take a seat. 'Imagine Gas' will whisk you from the first millennium and the formation of gas to the technology of the present. We even find out how the name gas first derived. This fascinating video won a coveted gold at the New York International Film and Television Festival.

It's just one of the many titles offered by the British Gas Film and Video Library for sale or free loan.

The titles cover in a lively and interesting way, subjects as diverse as archaeology, geology, geography, environmental science, history and chemistry in their relationship to gas.

Here's a preview of a few more. 'Rough Storage' tells us how the industry copes with a sudden peak demand. The answer you'll see is a miracle of engineering.

In 'The Quest for Gas' the story unfolds of the continuing search for new gas resources.

Another video takes us to the inhospitable waters around 'Morcambe' and we find out how gas is extracted from one of Britain's largest fields.

All these titles and many more are available either on VHS, Betamax or 16mm film. For more information send for our free 'British Gas Film and Video Library' catalogue. Use the coupon below to reserve your copy now.

Please send me a free copy of the new British Gas Film and Video Library catalogue.  
To: British Gas Film & Video Library, Park Hall Road, Tackling Estate, Dulwich, London SE21 8EL.

Name \_\_\_\_\_  
Address \_\_\_\_\_

TES 13/2  
**British Gas**  
ENERGY IS OUR BUSINESS

"I have been impressed with Schoolplan organisation for the last 7 years."  
Rose Futez, Portlaid Community College.



It's nice to know that in the competitive world of school travel our clients come back year after year. Last year, the seventh in a row, Portlaid chose Schoolplan, and Rose took her party to Crans Montana in Switzerland.

Crans Montana will be making the headlines this week as the venue for the 1987 World Alpine Skiing Championships. Even though the skiing is a test for the world's best, we give it a five star rating for school parties.

Portlaid agrees. Here, we have our own leased hotel with special bar prices. This must be the only place in Switzerland where a beer will cost less than at your own local! It is one of the 24 resorts in the new Schoolplan winter brochure. Find out for yourself how Schoolplan are setting new standards. Ring for a brochure now.

**BROCHURE HOTLINE**  
0298 517566  
Europe House, East Park, Crawley,  
W. Sussex RH10 6AS. Telex 83734.



Setting the standard



## The car town that did a 3-point turn

Luton has its black spots where unemployment and associated poverty run high. At the 270-pupil Ramridge junior school, more than six out of ten children receive free school meals.

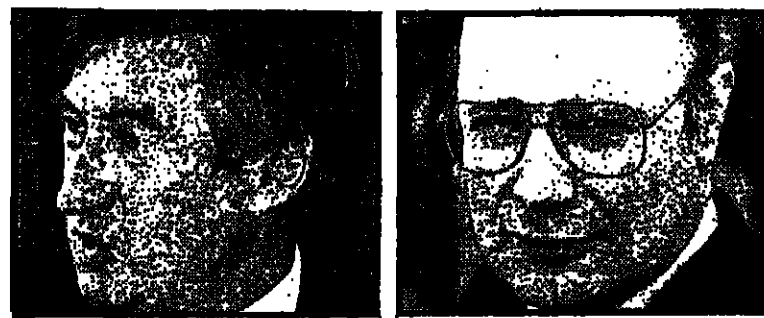
In terms of disadvantage, Ramridge — many of whose children come from a dilapidated estate of council flats, nicknamed Tintown — is near the top of the list in the Luton and Dunstable conurbation.

But there are few signs of stress, no tell-tale signs of graffiti inside or out. The building, like Stand House School in Sheffield a product of 1950s expansion and confidence, is still an attractive environment to learn in. This is despite the obvious taint of the paintwork and radiators inside which, because of cuts, have not been painted for 17 years.

One explanation, according to headteacher Mr David Powell, is that the community is closely-knit and well-established. Long-term unemployment is not a big problem and most children go to school happy and well-adjusted. Unlike the Stand House catchment area, it is a community with confidence and with a clear vision of the future.

With unemployment — both youth and adult — on the wane, there are no discernible tales of hopelessness percolating down to primary school level. Few, if any, children have brothers and sisters who despair of ever getting work. Motivation is no problem for teachers.

"Generally, I do not feel we have seen a dramatic change over the last few years. I honestly do not think the youngsters, up to the age of 11, are frightened of the future. The teachers here are able to say to children that things will be much better when they grow up," said Mr Powell.



Unlike Sheffield teachers, Luton heads Colin Griffiths (Ashcroft), left, and David Powell (Ramridge) rarely have difficulty motivating pupils

Ashcroft comprehensive, the story is the same. Despite being set in a predominantly working-class area, poverty is far less apparent than in comparable areas of Sheffield. Fewer than 21 per cent are entitled to free school meals (the national average is 18 per cent).

The clue to the school's well-being is in the name of the district it is in. The Vauxhall area sprang up and prospered with the local car industry and,

the remarkable turnaround in the town's fortunes since 1982, when unemployment threatened to ravage the local economy in the same way as it has in Sheffield, has brought new confidence.

Out of 157 pupils who left the fifth form last summer 48 went into full-time work, 39 joined the Youth Training Scheme and 10 went on the dole.

According to Mrs Anne Rogers, head of careers, there are now more YTS places available to school-leavers than there are pupils to fill them.

Last year Vauxhall — who still recruit from local schools, although the numbers are fewer — were late offering places for Ashcroft school-leavers. Consequently, they were unable to find enough trainees of the right calibre to fill their vacancies.

With unemployment on a downward curve, sunrise industries moving in, and the traditional manufacturing industries holding up well, there is a boom-town atmosphere about Luton. New homes are springing up, and there is a general feeling of renewal not present in Sheffield.

At Ashcroft school, examination results are improving markedly — the number of fifth-formers with five O levels or equivalent were up from 15 per cent to 21 per cent last year — and motivation is as good as ever. Attendance levels are averaging 94 per cent.

There was a time, back in the early 1980s, however, when the school staff became nervous. Between 1979 and 1982, unemployment in the town almost trebled, repeating the pattern in Sheffield.

The deputy head, Mr Michael Thompson, said: "At that time, children were beginning to say, 'Why bother?' There was a marked change of attitude, but fortunately that did not last."

## No house room for northerners

Promoted teachers who have moved south for a better job are among more disadvantaged groups of people in the relatively affluent south of England.

Mr John Penney took the "road" south from his home in Luton last September. He had been in the north for 10 years, teaching as head of French at Ashcroft comprehensive in Luton. He is now working in a new school in the south, where he will be in charge of the M6 to take up a post in Salford.

For Mr Penney the move south was in disillusionment, and he was not the rapidly growing divide in living, which has made it impossible for him and his young family to buy a home.

"If you consider that in Luton house prices start at well over £50,000, you can get a good house for £17,000 in the south," he says.

"When I got the head of department job I thought I would be able to do something of it. To move south, you are desperate for promotion, becoming almost impossible."

He is planning his hopes on the Main Professional Grade, which, at least take the sting out of his move and enable him to improve his standard of living without having to spend large sums.

One of the striking features of the short-list drawn up for Mr Penney's replacement is that it contains candidates from outside the north. Not one suitable candidate from the relatively depressed north or south bothered to reply to a national advertisement.

The problem is not confined to Ashcroft school. "Teaching is a high mobility profession, but it is no longer," said Mr Gordon, deputy chief education officer for Bedfordshire.

"A decade ago teachers were prepared to move because there was something in it for them. Now, schools have become congested and the difference between prices in the north and the south have increased."

Two events have added to the problems in Bedfordshire. In the north, the council decided to stop the teachers' relocation allowance, which was part of its package of cuts to meet government financial curbs.

The other factor is the relocation of the St Pancras-Bedford railway — the "Bedpan line" — which has put the county within reach of the London commuter. House prices in the north have been rocketed by more than 50 per cent.

Someone who is very aware of the mobility problem is Mr Colin Gordon, head of Ashcroft school, who has moved from the north to the south family seven years ago.

He sold his three-bedroom house in Sunderland for £28,000, and bought a four-bedroom house in Bedford for £40,000. This is now worth more than £60,000, while his former home in Sunderland is worth only £18,000.

**SHEFFIELD:** Three-bed semi (average) £27,000

## Dole youngsters 'not high priority' for most l.e.a.s

by Ian Nash

Fewer than half of all local education authorities in England say they give "high priority" to the needs of young unemployed people, an analysis of provision for youth services has reported.

Nine l.e.a.s said that discrimination in favour of disadvantaged groups, such as the young unemployed, should not be at the expense of resources for other groups.

The Department of Education and Science report on the analysis, by the National Advisory Council for the Youth Services, says there has been considerable growth in the number of ethnically-based young people's organizations supported by the youth and community services.

But there is scant evidence in the report of anything positive, apart from a few inner-city areas with special appointments for black trainee youth workers and three l.e.a.s that "intend" to use money under Section 11 of the Local Government Act 1966 to improve race relations.

More than five years after the Youth Services Review, by Mr Alan Thompson, former deputy secretary at the Department of Education and Science, there is little evidence in the latest report of any progress towards a more coherent youth strategy as was outlined in 1981.

Unemployment and race were mentioned for special attention in the Thompson report, which pointed to a "deep-seated alienation" and warned that, unless tackled, disaffection and disillusion would continue unabated.

Better management and evaluation of the youth services were needed, there were "gross inequalities" in provision among authorities, liaison between voluntary and statutory youth sectors was poor, and youngsters themselves had no effective voice.

Critics accused the report of naivety and of aiming to appease rather than

confront political doctrine. If that were so, the pill it offered was too bitter for Sir Keith Joseph, then Education Secretary, to swallow.

Blame did not lie wholly with central government but the solution largely did, said the report. What was needed was a minister based in the DES but with powers of inter-departmental co-ordination for youth.

The National Advisory Council for the Youth Services, proposed in the report, was defined nebulously but was intended clearly to be better resourced and to have more than the token voice accorded by Sir Keith to the present body. Twenty months after the Thompson report, Sir Keith finally rejected its call for a stronger legislative base, and set up a small experimental youth council. Mr Thompson had also called for mandatory grants for full-time youth work students. This suggestion was also discarded.

Moreover, far from giving a statutory base for funding, he gave l.e.a.s a let-out clause by saying they should "appraise carefully their funding of the statutory youth service relative to other claims on their expenditure."

In the latest analysis published by the DES, several authorities reported difficulties finding suitable accommodation for permanent staff to run daytime activities for the young unemployed.

Fewer than one in ten stressed the importance — highlighted by Thompson — of partnership with specialist agencies. And fewer than one-third — 23 authorities — referred specifically to meeting the needs of handicapped young people.

A shortage of resources was a recurring topic, and l.e.a.s said they wanted more government aid, particularly through changes in rate support calculations, more education support grants and Section 11 money.



Engineering the future: pupils from Blackburn's Wilton Park school experience work with a computer-aided lathe

## Designs on high-tech learning

Pupils from seven Lancashire secondary schools have regular lessons in engineering on some of the most expensive computer-aided design and production equipment available in the United Kingdom.

It is what Mr Jim Crewdson, principal lecturer at Blackburn College, says is a model link between industry and education — one which has already earned his establishment thousands of pounds through the sale of its consultancy services.

Most recently, local firm Stuart Engineering had given up hope of finding the right company for a computer

design job involving fibre glass. It was about to go to Italy when Mr Crewdson's department stepped in. He and his colleagues had built up the expertise rapidly on machinery from Prime Computers which cost £350,000 and was bought with a grant from the Department of Trade and Industry and money from the council.

Now the Manpower Services Commission has awarded the college a £20,000 contract to work with Maudslays on a new generation of computer-controlled technology.

"Even with all this work, we still find hours when the equipment is lying idle," said Mr Crewdson, who is now

training teachers to use the equipment through TVET-related in-service training. "They then bring their pupils into the workshops."

Engineering students at the college also benefit because they have chance to become involved in solving genuine industrial problems. "We are not a production unit for industry but we can create two-way benefits by offering our services."

The word has spread quickly and the college expects its catchment area for the new breed of high-technology engineering pupils to expand to 10 schools this term.

## The Subject Textbook Friend or Foe?

"... the one thing that all the school work hinges on."

"... a basic requirement ... our course is geared to textbooks."

"... inhibits the teacher's role and experimentation in learning."

"... too impersonal, with difficult language."

## WHATEVER YOUR OPINION — FIND OUT THE FACTS

### READ THE RESEARCH

Books in the School Curriculum by Florence Davies is a major new and authoritative research project. It is a thorough review of teacher's views and recent research and is of vital interest to anyone concerned with the level of book provision in schools.

A second report is also available, The State of Reading by Jennie Ingham which describes and tabulates the fieldwork of the Project, showing how books are used and regarded in schools in various parts of Britain.

Order your copies on this coupon.

### SEND FOR A FREE PAMPHLET

The Subject Textbook: Friend or Foe? is the second of four free pamphlets which summarise the main themes of the Project. Order your copy on this coupon.

### ORDER COUPON

Please send me

- FREE copy/copies of The Subject Textbook: Friend or Foe?
- copy/copies of Books in the School Curriculum by Florence Davies @ £35.00 inc. p&p (please send a cheque made payable to The Publishers Association)
- copy/copies of The State of Reading by Jennie Ingham @ £3.95 inc. p&p (please send a cheque made payable to The Publishers Association)

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_

RETURN TO: Valerie Brown, Educational Publishers Council, 19 Bedford Square, London WC1B 3HJ.

## Natfhe calls for quality in jobs scheme

Major reforms aimed at improving the quality of the new Jobs Training Scheme will be demanded in a campaign to be launched by NATFHE, the college lecturers' union.

It has joined a growing number of critics who condemn plans to pay the long-term unemployed in the 18-25 age group training allowances which are based not on the job being done but on their unemployment benefits.

Opponents so far have rejected the scheme as a formula for "conscript labour", a variation of the American Workforce programme, and a cynical attempt to manipulate the unemployment statistics in election year.

But NATFHE is also concerned about the effects on training quality. Mr Peter Dawson, its general secretary, said: "In the form envisaged, the scheme represents a determined effort by Government to reduce the quality and value of present education and training of adults."

The six hours-a-week workplace instruction could not meet the rigorous standards demanded by bodies such as the Business and Technician Education Council, nor could quality be assured when the Manpower Services Commission, local education authorities and trade unions were not allowed to control standards through the area manpower boards, he said.

The absence of the Department of Education and Science from any preparatory work for the jobs scheme contrasted sharply with the involvement of the National Education De-

# AIREX® mats

Sanitized

light weight/handy — hard wearing hygienic.  
World-wide approved for School-  
and Club Gymnastics

Please send more information on  
mats, for  
☐ Physiotherapy ☐ Gymnastic ☐ Leisure



## OVERSEAS

## Jewish model of achievement

## ISRAEL

Shalva Well reports on Jerusalem's showcase engineering school

The Organization Rehabilitation Training school of engineering in Jerusalem is one of those rare educational establishments where the academic approach is seen by students as the poor relation of technological training. It is the most prestigious of the 105 ORT vocational schools in Israel, and Mrs Margaret Thatcher paid a visit there on her whirlwind tour of Israel last May.

She was invited there some years ago at a fund-raising lunch for the international network of Jewish-backed vocational institutions by the then Mr David Young, who was chairman of the Manpower Services Commission and of ORT's British branch before becoming a peer and the Employment Secretary.

ORT's success is said to be one of the inspirations behind the idea of city technology colleges in Britain. The Jerusalem school, which has 1,800 students, is on one of the Hebrew University campuses. It is 10 years old, and imaginatively designed to house attractive inter-connected buildings and laboratories. There is fierce competition among teachers to win a place.

Potential entrants are accepted at the age of 14 or 15 on the basis of



Chemistry students at the ORT Ebn school in Ramat Gan

psychometric tests, past school certificate and an interview.

After two years of general studies, the teenagers specialize with 40 per cent opting for electronics, 40 per cent choosing computing, 10 per cent studying robotics and 10 per cent selecting purely academic subjects.

The headteacher, Shraga Sorek, says: "This unusual situation whereby academic students are regarded as second-best to technological students has set a precedent and raised the status of technological education throughout Israel."

All students have to sit for the Israeli matriculation examinations. In 1986, the success rate was 97 per cent.

Sixty per cent of the country's students are at technical schools, with ORT offering 60,000 places in 65 different courses. Last year, 25,000 pupils studied at technical schools; 3,000 attended apprenticeship centres where young people work and attend school part of the week; 12,000 went to adult centres where they were trained or re-trained in technological subjects; and 1,500 studied junior technological colleges, which are post-secondary two

and three-year courses for technicians or practical engineers.

The rest went to industrial, junior high, or military base schools.

ORT Israel is an affiliate of the World ORT Union, the largest non-governmental vocational and technical education network in the world. The organization, founded in 1880 by a group of Jewish philanthropists in St Petersburg, aimed to set up co-operative workshops for fellow Jews.

In 1945, ORT established training centres for concentration camp survivors throughout Western and Eastern Europe. Today, World ORT caters for 120,000 students globally and operates in 15 countries, with headquarters in London.

The first Israeli ORT school in Jerusalem's Prophets' Street was opened in 1949 at the former German consulate.

Today, modern and older buildings on the site constitute the ORT technological high school, which has a roll of 785 pupils.

In many ways, this school is more typical of ORT's vocational activities than its prestigious counterpart. Here, boys and girls aged 14-18 specialize in draftsmanship, car mechanics, tool and dye making, automation and control, tourism or technical administration.

Pupils come from poor backgrounds. Only 5 per cent of students' parents have had some further education, 25 per cent have been to high school, and the rest have had less than eight years in the system.

## TES reporters on the dreams and despairs of black South Africans

## Campaigning for a non-racial future

South African state school pupils of all races and religions could soon be living, studying and socializing together in a whites-only area as part of an ambitious inter-faith project to educate for a post-apartheid era.

The World Conference for Religion and Peace, which represents numerous religious groups and counts the Anglican Archbishop of Cape Town, the Most Reverend Desmond Tutu, among its presidents, is planning to set up non-racial "centres of justice and peace" to train and back up teachers and provide business courses for school-leavers.

Two of its members, Rabbi Ben Isaacson of Johannesburg and the Reverend Zacharia Mokoabe, a black Dutch Reformed Church minister involved with the Soweto Parents Crisis Committee, have just begun a mammoth fund-raising tour of the United States. They met Dutch Government officials and addressed audiences in Britain last week as guests of the London-based Jews Against Apartheid.

A priority of the centres - the first of which could be set up in the affluent Johannesburg suburb of Houghton later this year - will be to develop subsidized business and secretarial diploma courses for black youngsters who cannot afford college. Technical

training is expected to follow at a later stage.

Organizers plan to involve progressive companies with a view to finding jobs for centre graduates. The aim is to hand over the running of courses to blacks once the first two cohorts of students have passed through.

Details of other educational projects have yet to be ironed out. Meetings of the South African branch of the World Conference have been hampered by the emergency restrictions and the defection of executive members for anti-apartheid activities.

But if all goes to plan, the centres are likely to provide for:

- research into what Mr Mokoabe described as "the facts" of South African history, arts and languages. "The argument is that without any roots, you have no future";
- training and materials for teachers of different subjects who would attend courses in their own time. "We will tap

into the non-racial National Education Union of South Africa";

- facilities for students to examine and discuss the needs of their curriculum together;
- programmes to stimulate understanding of different religious traditions.

Mr Mokoabe said the centres would consult widely and would promote "People's Education", complementing efforts elsewhere to lay the groundwork for a unitary, democratic and non-racial education system.

But he stressed that their main contribution would lie in the non-racial atmosphere they would be able to provide for those accustomed to the "myopia" of segregated schooling. Black schools created "submissive" relationships, he said. "We hope that in this non-racial setting, we will be able to help in the process of creating future leaders."

He did not feel that the centres'

work would be unduly threatened by the sweeping powers recently given to the director-general of the Department of Education and Training to ban syllabuses, courses and books in non-white schools. If the centres provided the facilities for research and training, the dissemination of information could be carried out via the now well-established township committee structures.

The South African Government's response to contravention of the Group Areas Act, which stipulates where different races can live and work, was unpredictable, he added. But the precedents were encouraging. Areas of mixed living were springing up in Johannesburg, and segregation was being challenged increasingly in the private schools.

The department is understood to have withdrawn application forms for secondary school admission which required Soweto parents to indemnify the State against compensation claims in the event of their children dying or being injured in Government vehicles.

The documents, which have to be filled in before students can register, are said to have been boycotted throughout the township.

Sue Surkes

## Township fights for its homes and schools

The closure of a primary school in the ill-fated South African township of Oukale, where the Government is removing residents forcibly to a resettlement camp 15 miles away, has sparked deep resentment.

A new primary has been built in the resettlement camp to replace that at Oukale, and teachers and equipment have already been moved there.

The Government announced last year that it planned to relocate the township's 22,000 residents - many of whom have lived there for the past 55 years. Oukale is on the border of the farming town Brits, about 60 miles from Johannesburg, and Oukale residents believe the Government wants to turn their locale into a whites-only area.

But they are adamant they will not be moved and claim that, by closing the school, the Government is using education as a "tool" to ensure that they are not Lethal.

A spokesman for the Department of

Education and Training, Mr Peter Mundell, refused to comment on the allegation. He said the primary school was transferred "because it was very run-down".

In Oukale, there is now only one primary and one secondary. Pupils from the closed school are now crammed into the remaining primary.

Nearly 950 pupils have registered at the school and the DET has provided only 15 teachers. In some classrooms there are more than 80 children.

Mr Marshall Buys, the chairman of the Brits Action Committee which is campaigning to stop the forced removals, said: "We will not be moved. If need be, we will build our own schools. Our children must have an education and we will make sure they have classrooms to go to. If the DET refuses to supply us with teachers, we will find and pay for our own," he said.

Susan Fleming

## High ideals but little evidence of progress

## JAPAN

Japan's education reform debate is running out of steam. Public interest evaporating as the provisional reform council becomes increasingly mired in disagreement, so that each report issues is more confusing than the last. Its most recent document was published last month. It revealed that the council's 25 members are divided on such issues as changing the compulsory textbook screening system, ending the start of the school year in April to the autumn, giving national universities independent legal status and scrapping the rigid school system.

Although the council, which was established by Prime Minister Yasuhiro Nakasone, is, in theory, due to issue its final set of recommendations in April, it has until the end of a three-year term in August to reach decisions. It still seems to lack consensus on some questions. A conservative education ministry at presumably take over the decision-making.

Progress so far is hard to assess, though the motives behind reform are not disputed. The problems may be a smaller scale in Japan than elsewhere in the developed world, but there is widespread concern here over declining, violence and a general breakdown of social values in schools that the council sums up as a "state of desolation".

The council's objectives are to bring around such key words as flexibility, individuality, creativity and diversity to make education more "humanistic" and to prepare for the information age. Ikuo Amano, professor of education at Tokyo University, commented: "It is difficult to see in which direction education reform is moving. The council's reports are too vague to be understood properly by education, let alone by lay people."

A number of other panels are also involved in the reform process, either existing bodies or new ones such as the Curriculum Council (YES, November 7) set up to put the finishing touches to the work of Mr Nakasone's council. The aim is to introduce as many measures as possible in 1989.

However, only four main recommendations are on their way to implementation so far: one-year in-service training of new recruits by experienced teachers, six-year state secondary schools parallel to the (three years of middle and three of upper school structure), a new standard first-year entrance exam for universities (the year the number of subjects has been cut from seven to five) and stronger moral education.

Other changes under consideration or to take effect include allowing specialists from other fields to teach in schools and universities, reforming the curriculum and a longer probationary period for new teachers. A substantial recruitment drive for foreign English-language teachers is in progress for the April term.

Barbara Cassano



## OVERSEAS

## Gagged student journalists sue for free speech

## UNITED STATES

Journalistic free speech is a cherished tradition in America, but how soon should it start? The issue is now before the US Supreme Court, which has agreed to rule on a vexed question: Should teachers have the right to censor school newspapers?

The National School Boards Association is in no doubt. Unless authority is maintained, it has told the court, school newspapers across the United States may disappear altogether.

The students in the case see matters differently. "Journalism is such circumstances," says their brief, "is no journalism at all."

Like many cases of high constitutional significance to come before the Supreme Court, this one had simple beginnings. In 1983, three members of the Journalism class at Hazelwood High School, Missouri, produced two articles for *Spectrum*, the school newspaper used as a laboratory for their course. One article was on teenage pregnancy, the other on divorce. Both were censored by the headteacher, Mr Robert Reynolds.

Mr Reynolds claimed that students interviewed for the articles could be identified, adding that he feared the school might be thought to endorse the sexual norms of the pregnant girls.

Dissatisfied, the three budding journalists promptly sued the school board, claiming infringement of their First Amendment rights. They lost in the lower court, and then won on appeal. *Spectrum*, said the appeal judges in a majority decision, was a public forum for the student viewpoint, not simply a part of the Journalism curriculum. As such it was entitled to the protection of free speech under the US Constitution, unless the articles "would have materi-



Disorganization may be the cause where thought, language and other higher functions reside.

This process involves the migration and interconnection of billions of cells, and could be disrupted by a small stroke, maternal stress, or a virus.

Another possibility is pre-natal variation in testosterone - a male hormone which alters the way the brain takes shape. The study notes that far more boys than girls are dyslexic. It is hoped doctors will soon be able to identify children with these abnormalities at an early age, and recommend special tutoring or treatment.

"If we know how the brain works, we can design textbooks that take advantage of dyslexics' intellectual abilities," said Dr Albert Galaburda, a Harvard neurologist.

One such attempt to identify dyslexic children is being carried out at Boston Children's Hospital, where Dr Frank Duffy is mapping brain waves in response to sights, sounds and words.

He has found differences in the brain's electrical activity among those with dyslexia - not only in the left hemisphere, where they were anticipated, but also in both medial frontal lobes and in the visual cortex.

These findings, says Dr Duffy, suggest that dyslexia is "a rather comprehensive abnormality of entire portions of the brain".

## Fine-tuning by the mechanic

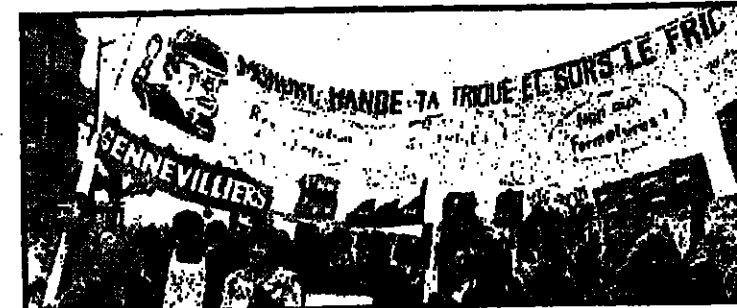
## FRANCE

Mary Follain on the Education Minister's power struggle

After the defeat by schoolchildren and students of his plan for universities and upper secondary schools, M. Rene Monory, Education Minister, seems determined to show who is boss in the French education system which he often calls "the enterprise of the future".

His decision to increase the authority of headteachers in primary schools, despite a month of strikes and demonstrations by thousands of primary schoolteachers opposing the decree published last week in the official journal, has turned into another trial of strength for Minister Jacques Chirac's 11-month-old right-wing government.

At present, there is officially little difference in status between the head-



Franc request: Thousands of teachers marched through Paris this month in protest at primary school changes and in demand of higher pay.

teacher who is responsible for the running of the school and other primary teachers. Heads are to be upgraded and given more authority although they will still not be asked to assess other teachers' work, and will receive some training and a small increase in salary.

M. Monory says it is only normal that primary schools should have a single person responsible, as in secondary schools, for the more tasks being devolved to local authorities.

Primary teachers object that the measure will be divisive and are afraid they will lose their independence in the classroom. "The garage mechanic wants to give us a foreman" and "Monory, go back to your garage" are favourite slogans. M. Monory, who left school with only a modest school certificate to work in his father's garage but later became finance minister, is resented by teachers, who say he has no real interest in education.

Primary teachers have suffered a drop in public esteem since the days of the third republic when the village

lully disrupted classroom, given rise to substantial disorder or "invaded the rights of others". And these, said the judges, would not.

It is this ruling that has brought the case to the Supreme Court. The Hazelwood school board, supported by the NSBA, is fearful that the unrestricted journalistic zeal of its students could well saddle it with some expensive legal actions. It is a fear shared by every school with a newspaper.

The Student Press Law Centre, which is backing the students involved, says it is "nervous" about the Supreme Court's acceptance of the case. Last

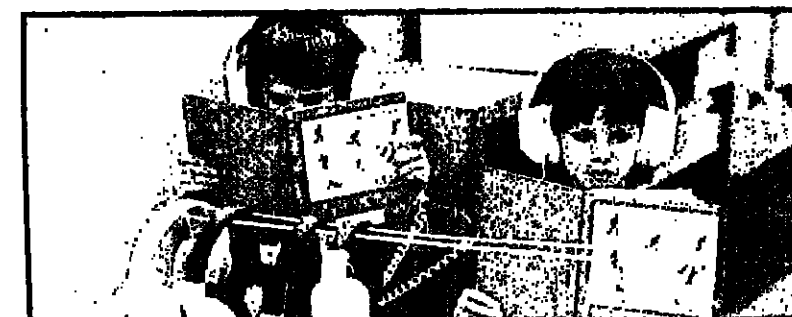
year, the court ruled against a student who used sexual innuendo in a high school speech. In view of that, says Mr Mark Goodman, executive director, "We're not confident of their appreciation of student free speech."

A final ruling is not expected before July next year.

The Supreme Court has also agreed to consider whether state laws allowing public schools to begin the day with a moment designated for "private contemplation" are violating the constitutional ban on government endorsement of religion.

## Bill Norris on a science literacy campaign

## Scientists offer pupils a chance to experiment



Catching up: Recent studies have shown that American children are lagging behind in maths and science.

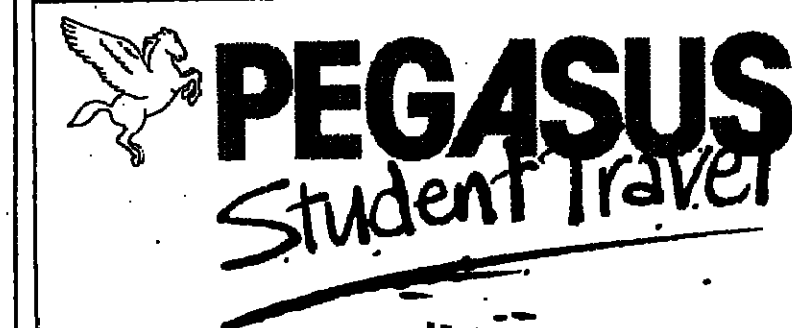
focus only on the next generation of Nobel prize-winners.

"The average student receives no real science until he or she reaches high school," said Mr Shakhshiri, "and we know that four years prior to this, most students have already decided that science courses are difficult and dull."

The foundation cannot impose the teaching methods it is developing on individual states, or on the myriad school districts within them. None the less, it is optimistic that its prestige will help gain broad acceptance from school boards and textbook adoption committees. The participation of text-

book publishers, anxious to recoup their investment, should also ensure that the message is spread effectively.

The results of the initial three projects under the scheme, covering a variety of scientific subjects, are expected to be ready for use in schools within four years. Eventually, the foundation hopes to turn its attention to middle and high schools - moving them, too, away from the "read and recite" method of teaching to more participatory techniques. The aim is not to produce a national science curriculum, but to offer schools a diversity of materials to choose from.

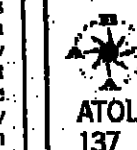


## SKIING FOR SCHOOLS

WIDEST CHOICE OF SKIING TO FRANCE, ITALY AND AUSTRIA

FROM ONLY £175 BY AIR

PRICES AVAILABLE NOW BROCHURE OUT 21 FEBRUARY



PEGASUS STUDENT TRAVEL 24A EARLS COURT GARDENS LONDON SW5 0TA TELEPHONE 01-244 7395

## Make tracks with Snowcoach

The Schoolplan Make Tracks brochure offers a brand new specialised programme of coach travel to the snow.

Prices in the Make Tracks brochure start from as little as £189 and are fully inclusive of lift pass, ski breakage insurance, transportation from school back to school, full board accommodation, lessons, comprehensive insurance, collective passport, and 1 per 100 free place ratio.

Most Schoolplan holidays are available by Snowcoach and details are in the main brochure. However the Make Tracks brochure has some really exciting resorts exclusive to Snowcoach including Las Menutas, Valloire, Val Cenis, Châtaignier, Schaffau, St Anton and Zell am Ziller.

For a Make Tracks brochure, or further details of all Schoolplan holidays, ring or write today.

BROCHURE HOTLINE 0293 517566

Europe House, East Park, Crawley, W Sussex RH10 6AS. Tel: 07734.





## LETTERS

# The uncloistered virtues of the choir tradition

Sir - In an otherwise balanced and fair-minded article ("Svan song", *TES*, January 30), Gerald Haigh's concluding paragraph contains three inaccuracies with regard to Wells Cathedral School, and I suspect to many other choir schools.

First, we are not "literally cloistered from our surrounding community". The 16 choristers are members of a school of more than 750 boys and girls, and as such, play an active part in the life of the school, the city and its surroundings.

Second, our choristers are much more reflective of society than Mr Haigh asserts. They come from a wide variety of backgrounds which include very low income and single-parent families.

And third, at this school in particular, the choristers share their education with children of both sexes, who also come from just as wide a background.

If choir schools disappear, I have no doubt that most choirs would work out some sort of "strategy for survival", but it would be at the expense of a priceless quality. Moreover, Thomas, who lives in Cornwall, and Ben, who lives in the Pembrokeshire hills, would lose the opportunity we currently give them to sing, and congregations throughout the country and abroad would be deprived of hearing them.

JOHN BAXTER  
Headteacher  
Wells Cathedral School  
Wells, Somerset



## Excellence for all

Sir - Gerald Haigh writes that "choir schools are unashamedly elitist" (*TES*, January 30). What rubbish! The only possible elitism is to be found in the quality of the music produced at these educational establishments, a quality greatly admired throughout the world of music.

My son was a chorister at St John's College, Cambridge, and therefore attended the choir school nearby. My wife and I struggled hard to keep him there because, as well you know, my salary as a school teacher and her salary as a visiting school and private music teacher were far from elitist. However, we got by with help from various sources which we will be paying back for years to come.

Gerald Haigh accuses these schools of being "absolutely literally cloistered from their surrounding communities". With more than 200 day boys and girls, how could this ever be the case at St John's? Then, as often as possible, I made visits coincide with Cambridge

United home games so that my son and I could enjoy the fun at Abbey Stadium! Never did we regret this sacrifice of time and money as the years at Cambridge were both happy and stimulating. We made many friends among the parents and among the staff. Indeed, as a result of the attention meted out by the latter, our son won a music exhibition to Eton College.

Another elitist school? How could it be with our son there? Musical standards were phenomenal: teachers on all orchestral instruments (one violin teacher is full-time), two symphony orchestras and a chamber orchestra, chapel choir and choral society, fortnightly concerts of an exceptional standard, organized by the boys themselves. Powys County Education Authority cannot offer anything comparable for its secondary school pupils on a county basis.

Now the Labour Party promises to destroy all this. Even the Alliance threatens to remove the charitable status from choir schools - so Clement Freud stated when he visited Built

Wells high school during the Brecon and Radnor by-election. How pathetic! For countless years the Church held the monopoly of education in Britain. The writings of Maria Hackett (1783-1874) indicate how low were the standards in most choir schools. Thus when the State entered the education field, many choir schools failed to compete and, as a result, went to the wall.

However, other such schools accepted the challenge and triumphed eventually over their state rivals. If the State wishes to destroy choir schools then it should supply something better. Yet how ridiculous to suggest that, demise of these schools will, in the long run, make little difference to the Anglican cathedral music tradition. On the contrary, it will devastate it.

In my spare time I officiate as organist and choirmaster of Brecon Cathedral. My chorists are all volunteers, drawn mainly from the town. Hard as they work, they readily acknowledge the excellence of choirs at cathedrals and collegiate churches

where there are choir schools. When not singing themselves they listen to these choirs on the radio, tapes and records, even in their own buildings. What is obvious to them is that our choir cannot possibly maintain a comparable repertoire. However, when such choirs as that at St John's College, Cambridge, sing for around 20 hours weekly and their choristers learn to play two musical instruments, is that really surprising?

Without doubt, to destroy the great choir school tradition would destroy also the great tradition of cathedral music. This would be wanton vandalism of the worst sort. Furthermore, once done it would be impossible to be undone. It is a tradition of which Britain should be proud for it is unique. There is nothing like it anywhere else in the world. Treasure it!

DAVID GEDGE  
Music master  
Built Wells High School  
Garth Cottage  
29 Pendre  
Brecon, Powys

## Green votes

Sir - That environmental education might be an election issue in a country is, perhaps, beyond the bounds of reality. Yet Paul Low's article on its status in the German election campaign (*TES*, January 23) points the way to the increasing awareness among politicians in the rest of Europe of a priority for planned and progressive environmental work in schools and other educational institutions.

It is gratifying to learn that the Education Minister of the Irish Republic recognizes that environmental education is an essential component of contemporary general education. The emphasis on the need for improved and increased teacher training in environmental awareness is shared by my association. We, too, make definite distinction between environmental studies as a separate subject and environmental education as a wide-ranging interdisciplinary approach integrated into existing subjects.

But, like the National Association for Environmental Education, the GEW (the largest teachers' union in the FDR) recognizes the problem that no interdisciplinary approach can hope to succeed without some of the, as they put it, "padding" removed from over-stuffed subject curricula. With the World Wildlife Fund we are addressing the problem of teaching about some of the environmental conservation problems at a conference in London on April 1, a particular disappearing wilderness and the provision of financial aid.

An environmental approach is already established in many schools in the UK - this is usually the result of the dedication of certain local education authorities and their advisers. In NAEE, together with the Council for Environmental Education, we support this and to extend that commitment. How splendid it would be if environmental education became an agenda item in the forthcoming elections.

PHILIP NEAL  
General secretary  
National Association for Environmental Education  
West Midlands College of HE  
Gorwa  
Walsall

Letters should be as brief as possible and typed on one side of the paper. The Editor reserves the right to edit or cut letters where necessary.



## Select band

Sir - An English inquiry team chaired by a mathematician and consisting of a mix of creative artists, the English teaching establishment and members of the advertising and consumer affairs worlds and containing no comprehensive school English teacher and no member of HMI must be a remarkable achievement in the politics of selection.

What kind of messages does the existence of such a body give to comprehensive school teachers and pupils? What significance does the absence of HMI have in the light of a recent statement by the Filigate Group, (a political group backed by ministers in Mr Baker's team), about the undesirability of HMI support for child-centred and discovery learning?

And why, above all, is there no cry of outrage from all those committed to the cause of education in Britain today?

MAUREEN BARRETT  
JENNY BRAIN  
DAVID MCCONNELL  
CYRIL SELMES  
MARY TAKER  
JACK WHITEHEAD  
Members of the Values in Education Research Group  
University of Bath  
Claverton Down  
Bath

## Pre-school screen

Sir - Your report "Ready readers" (*TES*, January 23) on "turning pre-schoolers on to print" was most interesting and the list of books favoured by the project children will be useful to our paediatric speech therapists. The benefit to spoken language development as described is, of course, very valuable, but I was stopped short by the statement "There is no suitable test to assess this", which I cannot allow to go unchallenged!

Of course I do not know on what criteria such a statement was based, but speech therapists do indeed spend a great deal of time assessing the language development of pre-school children using a whole range of tests. These provide either simple screening or more in-depth analysis to assess various aspects of language from early symbolic understanding through vocabulary acquisition to semantics and syntactic ability.

As the project was dealing with, one

# Geography exam suffering from lack of direction

Sir - I recently met with representatives of the geography departments of comprehensive schools in Oxfordshire concerning the common GCSE course which we follow.

We were all concerned with the way the course was progressing, and in particular Paper 3, the Geographical Enquiry. The syllabus provides the National Criteria when it indicates that the inquiry will "consist of a geographical investigation which must include fieldwork". The teachers involved were not against the philosophy of requiring that pupils would undertake fieldwork investigations, and many believe it to be an essential part of geography.

Briefly, however, the areas of concern are as follows:

● Although the syllabus itself contains fairly detailed outlines for the enquiry, individual teachers had written to the Southern Examining Group with points for clarification, yet such points had not been made clear to all schools. For example, the syllabus refers to a single enquiry of 1,500 to 2,000 words, yet one school had apparently been informed that candidates could submit more than one enquiry to reach the required length.

Perhaps such problems are not surprising as there has been no Phase 4 training. I was informed in November that a detailed teachers' guide would be produced, and yet many schools are having to start the enquiries or at least the development of the skills for them without full knowledge of the requirements.

● Although it was clear that teachers would need to take pupils out of school to train them in fieldwork techniques, and that teachers could not supervise a whole class of 30 pupils outside the school, there was little clarity over the pupil-teacher ratio that would be acceptable.

## LETTERS

## Stop gap

Sir - I wondered if I agreed with Anne Sofer (*TES*, January 23) about the Anglo-Saxons or not.

All that was till Thursday last when I was dictating a passage from Harold Tyler's book *Environmental Science* 10.

At the mention of the word "cessation", the group complained vehemently. Order was only restored when I agreed that "stop" would be a crude alternative.

In a trice I had proved Anne's thesis: cessation from Middle English, via Middle French and Latin, was rejected out of hand. Stop from Middle English via Old English, old High German, West Germanic, borrowed from the vulgar Latin, from Latin, back to Greek, was accepted as "worst old friend", and all this with a group of BTCE 18-year-olds and all of Anglo-Saxon or Celtic stock. With the thesis proved, where do we go from here?

DARWIN TURNER  
51 Colchester Close  
Toothill, Swindon

## Independent means

Sir - The report of the Sheffield University League Table (*TES*, January 30) fails to identify the assumption which renders it fatuous. This is that all pupils attending independent schools come from the authority in which the school is geographically located.

The researchers express surprise that in Newcastle, an authority where 23 per cent are defined as affluent, 11 per cent of pupils seem to go to independent schools, whereas in Bromley, where 46 per cent are defined as affluent, only 7 per cent of pupils seem to go to independents.

The truth is that many pupils come to Newcastle's independent schools from outside the city - a spot check of one of the most renowned of its independent school's first forms shows only 18.75 per cent of the pupils coming from Newcastle - whereas many pupils from Bromley go to independent schools outside that borough.

G F KEATING  
Councillor  
City of Newcastle upon Tyne

## Courses



IN-SERVICE TRAINING COURSES

Courses directed by Douglas Hamblin  
COUNSELLING SKILLS IN THE SECONDARY SCHOOL  
21st-23rd July 1987 St Albans

SPECIAL PROBLEMS OF PASTORAL CARE  
22nd-25th July 1987 St Albans  
Fees for each course: Residential £58.00. Non-residential £20.00

Courses directed by John L. Sibbs  
DEPARTMENTAL MANAGEMENT  
13th-16th April 1987 S. Hertfordshire

THE MECHANICS OF TIMETABLING  
27th-29th July 1987 S. Hertfordshire  
Fees: Residential £29.00. Non-residential £21.00

Further particulars from the Secretary, ISTC,  
93 Ashurst Road, Barnet, Herts EN4 9LH  
01-448 8342 (966)

## Success stories

Sir - At a time when those who attack our school system with ill-founded criticism seem to find it so easy to achieve media transmission of their views, why is it that the case in defence of our schools is not heard? Is it because the case is not being articulated or is it because those who are defending our schools cannot make themselves heard?

Those who know that our schools are succeeding against the trends of underfunding, undervaluing and the need to compensate for increasing social problems, and who can see the

injustice of proposals to provide extra resources (in city technology colleges) for pupils who need them less, should make it a priority to establish a media campaign to counteract the anti-school and anti-local education authority crusade currently in progress.

Failing this, the public can only assume that we accept the criticisms and welcome ideas such as CTCs.

Who will take the initiative and set such a campaign in motion?

E F SMITH  
Headteacher  
Churchfields High School  
Churchvale  
West Bromwich

## Announcements

### Royal College of Music Junior Department

Offers comprehensive specialised tuition on all instruments to musical children aged 10 - 18

A number of generous bursaries are available for students who are ineligible for LEA awards.

**CLOSING DATE FOR ENTRY IN SEPTEMBER 1987**  
**1st MARCH 1987**

Prospectus and Application Forms available from:  
The Secretary, Junior Department,  
Royal College of Music,  
Prince Consort Road,  
London SW7 2BS  
Tel: 01-583 3843 ext 18

## CTC intakes

Sir - You reported (*TES*, January 30) that Angela Rumbold thought that subject teachers in short supply would be attracted from ordinary state schools to the proposed city technology colleges by the reward of teaching highly-motivated children. Many parents will similarly wish their children to be taught in company with highly-motivated children. So the CTCs are sure to be popular and successful.

Mrs Rumbold suggested that the maintained sector will be uplifted because, with the most highly-motivated children out of the way, teachers in the maintained schools would concentrate on the fairly well-motivated pupils. You quote her as saying: "That's the whole theory behind it." But the original theory was that many inner-city maintained schools were failing because too many children were totally unmotivated truants and that the CTCs would give parents of well-motivated children the opportunity to escape from these schools.

Surely, if central government is really concerned to improve educa-

tional quality, the CTCs would only take unmotivated children. Success with these children would certainly be a beacon to expose present educational failures. But how expensive would it be?

DERMOT ROAF  
Alliance spokesman on education  
County Hall, Oxford

## Half Baked

Sir - The Education Secretary seems unable, or unwilling, to argue logically or factually. Here are two recent examples of his woolly thinking.

□ "At present about 40 per cent of children leave school with no paper qualification. There has been an increasing trend in schools and local education authorities to move towards records of achievement for these children, rather than the traditional examination courses." - address to the Society of Education Officers' Conference, January 23.

□ "Fewer than 10 per cent of all leavers achieved no CSE/GCE certification in 1983-84, a proportion which is half the level of 10 years previously and a

quarter of the proportion in 1970-71: the year immediately preceding the raising of the school leaving age." - DES Statistical Bulletin, November 1986.

Besides mistaking the public in quoting such grossly inaccurate figures, Mr Baker doesn't seem to understand that records of achievement can be used alongside traditional examination courses and that the enhancement children's sense of achievement.

Mr Baker seems anxious to legislate in order to impose a national curriculum for all maintained schools. However, the indications are that the nature of this curriculum will be determined by the city technology colleges. Mr Baker seeks to impose his curriculum on private schools? If not, then why should the maintained schools be made to adopt what the city technology schools have made the right curriculum for them?

ANGELA JEANES  
Acting head  
Vandyke upper school  
and community college  
Leighton Buzzard, Bedfordshire

## Brent director

Sir - I refer to the article (*TES*, January 23) on the post of director of education in Brent. We have interviewed once, and at least half the candidates seen had proven education administrative experience. Your article is therefore simply untrue.

We are looking for someone committed to raising educational attainment in all our schools in one of the best-resourced education services in the country. We look forward to a full response from education professionals.

CHARLES WOOD  
Chief executive  
London borough of Brent

## Training awards

Sir - At the end of the article on training the trainers (*TES*, January 23) two paragraphs appear relating to a totally separate development - the training awards being offered to employers in Hampshire as part of Hampshire's PICKUP initiative.

A group of local employers together with the Manpower Services Commission and the county council have launched training awards which are intended to give recognition to "good training practice" in Hampshire.

They were inaugurated in response to the report *A Challenge to Competence* which recommended the in-

troduction of a Queen's Award for training.

The panel to judge the award included all those who have experience of the scheme.

The 15 colleges in Hampshire are playing their part in the training needs identified by the PICKUP initiative. Both colleges and companies are eligible for awards and it is hoped to make about 12 awards.

J STURGES  
Principal education officer  
for further and higher education  
Hampshire County Council  
The Castle  
Winchester

# ADVANCED DIPLOMA IN EDUCATIONAL STUDIES

Two-year courses are offered at the following Centres.

**Cambridge**  
A day release course, *Childhood Education 3-13* includes units on Classroom Studies, Curriculum Studies and Organisation and Management.

**Harlow**  
This course should enable participants to review and develop their thinking and practice with regard to the Education of Children with Special Needs.

**Letchworth**  
This course, centring on *Curriculum Studies*, encourages styles of research focussing on practical issues in schools and contributing to informed decisions about them.

**Thetford**  
*The Education of Children 3-11* is based on teachers' own experience in schools and classroom. Alongside a study of teaching and learning in action, course members will draw on relevant educational theory.

**Modular Courses**  
In the Autumn term 1987, the Institute is offering in Cambridge one-term courses in *Special Educational Needs and Issues in Secondary Education* as foundation units in a modular diploma which can be completed by part-time study over a period of two to four years.

Write for details, mentioning the particular course which interests you to:  
The Secretary, Cambridge Institute of Education,  
FRREPOST, Shaftesbury Road, Cambridge CB1 1BR.  
or phone 0223 69631

**Cambridge Institute of Education**

## DEGREES & GCE

Guided Home Study Courses for  
London University:  
BSc. Econ. L.L.B.  
BA (English), BD, Dip. Ed.  
Warwick University: MBA  
Professional Examinations:  
Law Soc., Inst. M., Inst. Ex.  
AAT, IOB, HCIMA.  
GCE: O & A level  
Effective Thinking  
Course by Edward de Bono  
For free prospectus write stating exam of interest to:  
The Registrar,  
Dept. BBS, Wolsey Hall,  
Oxford OX2 6PR.  
Tel: (0865) 52200 (24 hours)

## TO PLACE YOUR COURSES ADVERTISING

PLEASE CONTACT

JOHN LADBROOK

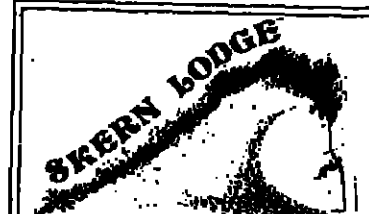
ON

01-253 3000

Extn 221



## Activity Centres

outdoor centre  
THE PROFESSIONALS IN  
OUTDOOR EDUCATION

**SAFETY FIRST**  
PROFESSIONAL Staff: Teachers & C.U./M.L.C.R.Y.A. etc.  
BEST equipment, life-jackets, wetsuits etc., NO sharing.  
STAFF RATIO: 1 instructor to 8 pupils or less!  
FULL A.R.E. Certificate.

**QUALITY AND VALUE**  
WIDE CHOICE from over 25 activities.  
SEPARATE Staff Instructors.  
1 Staff free for every 8 pupils.

Write or phone NOW for brochure:  
Andy Miles & Martin Robinson, Skern Lodge, Waterlawn, Appleton, Bideford, North Devon EX39 1NG. Telephone Bideford (0323) 76992. (0067)

HARROW HOUSE -  
SWANAGE - DORSET

Residential Centre - open throughout the year to groups of all ages and interests.  
Magnificent setting in its own grounds of 5 acres in prime position overlooking the sea, coastline and Purbeck Hills.

Excellent Study - and Recreation Facilities: 5 Tennis Courts, Tennis Practice Wall, Tennis Tables, 3 Squash Courts, Multi-purpose Swimming-pool, Gymnasium, Multi-purpose Sports-Deck, 2 Supper Tents, 2 Refreshment Tents, 2 Bar, 2 Play-Fields, Clubhouse (Bar/Foot), Bar, Playing-Fields, Caravan, Lecture and Seminar Rooms, Conference Rooms and Stage, Colour Video Equipment, Slide/Cassette Projectors, Closed Circuit Television, Colour TV, Sports Coaching available.

Full colour Brochure through HARROW HOUSE, Harrow Drive, Swanage, Dorset BH19 1PE. Telephone 0920344411 Telex 412727 (0067)

**ISCA**  
RESIDENTIAL CENTRE  
SCHOOLS' CENTRE  
IN DEVON  
IDEAL FOR PRIMARY, MIDDLE  
AND SECONDARY SCHOOLS  
Free Brochure: ISCA, Bannockford, Bannock, Tavistock, West Devon, PL19 0LX  
Tel: (082 281) 514

**ACTION LEARNING  
IN THE LAKES**  
Full activity programme on the shores of Windermere for schools and youth groups.  
For full details:  
Tel: 05288 71000 National  
51788 Centre,  
Lakeland (TSB)  
University,  
Cumbria  
LA1 8BB

Exciting educational  
**BIRDWATCHING/ECOCLOGY**  
holidays for teenagers in Spain  
and Wales.  
**ECOLAYS LTD.** 25 Canal Wharf,  
Leeds LS11 5PS  
Tel: 0532 717423 (0059)

**A DAY'S  
GOLF  
WITH  
THE  
TES?**  
Details to be found  
in the issue of  
February 27.

## SEXUAL ABUSE

## Cashing in on gullible teachers

Peter Maher

Sexual abuse of young children is one of the horrors of our contemporary society, yet your report "TV to warn children about sexual abuse" (TES, January 16) strikes fear in the heart of many professionals.

Faced with the reality that a substantial proportion of our young people are injured, sexually or emotionally abused or neglected, we feel helpless. The emotions that boil up when we see pictures of young children with horrific injuries, hear stories of infants subjected to sexual activity that many adults would find disgusting, or see the NSPCC pictures of starved and neglected children on our streets, are difficult to control or use productively.

Who do we turn to for help and advice? Who is in a position to advise us how we might react? The answer would seem to be, Michelle Elliott of Kidscape, the organization which

arranges visits to schools to warn children about sexual abuse.

Since I first heard of her work, talked to her about her aims and spoke to teachers who use the Michelle Elliott approach in schools, I have been convinced that she is wrong. Not so Thames Television and the BBC, the first has sponsored her Kidscape project and the second, we learn from your news item, have asked her advice on how the issue of safety from sexual abuse should be approached with three-year-olds.

I am not sure that we should be trying "to warn children about sexual abuse". If we should, I am not sure how we should do it or when. Should it be done in schools or via the TV? Should we start as early as three years old or five years old? I would think not. How is such an issue absorbed into the curriculum of schools? Who should

teach it? What are the effects on children of such information? Does it help? Does it have any ill effect on abused or non-abused children? Do parents have any rights in deciding whether their children should see such material? Where is the research that demonstrates that Ms Elliott's approach is of positive benefit? Should we be concentrating only on sexual abuse?

In Michelle Elliott's own country, the USA (and in Canada and Australia) such work, to warn children of the dangers of abuse, became a growth industry. Unscrupulous people cashed in on the anxiety and the need to find help producing a surfeit of materials, videos, teaching aids and so on. Gullible professionals like ourselves bought this, yet has the level of abuse in the USA decreased?

We need to consider very carefully the strategy that is appropriate for our country and our culture. We need to find evidence to support the claim that a particular style of work is effective in reducing levels of abuse. We need impartial and authoritative guidance. We perhaps even need someone empowered to endorse some materials and approaches and not others, perhaps even commissioning some

## SOCIAL HISTORY

## The way we tell them

Wynford Jones

The average score here was 7 with six scoring 13 and two with 14. But it was in this group that three students correctly answered number six, one of the most difficult questions.

A number of students in both groups confused the agricultural workers' uprising with the trial and transportation of the Dorset labourers (one student endearingly calling them the "Poldude Martyrs").

Most students knew something about Brunel, though he was credited with inventing the electric light bulb and founding a university. Edwin Chadwick was variously described as a pretender to the throne, leader of the Peasants Revolt, and an early coloured nurse.

The quiz shows that for these 288 students, the historical characters who stuck in their minds were kings and queens, admirals and generals who slaughtered tens of thousands. They had little knowledge of those who have contributed to health and happiness. Nelson and Henry VIII are seen as

dramatic and vivid characters. Aneurin Bevan and Edwin Chadwick seem colourless by comparison. Or is it something to do with the way we teach history.

**The quiz**  
1(A) Nelson was killed in the Battle of...?  
2(B) Who introduced nursing as a profession?  
3(A) Which English monarch was married six times?  
4(B) When did women first get the vote?

5(A) English commander at the Battle of Waterloo?  
6(B) Last uprising of agricultural workers in southern England?  
7(A) "Into the Valley of Death rode to 600." Who were they?  
8(B) Who was I K Brunel?  
9(A) When did the First World War start?  
10(B) Who was Edwin Chadwick?  
11(A) An English king killed near Hastings?

12(B) When was National Health Service introduced?  
13(A) Which English king was supposed to have commanded the war to go back?  
14(B) Minister of Health who introduced National Health Service?  
15(A) A branch of the Army called SAS - what do they do?  
16(B) When were Old Age Pensions first introduced in Britain?  
17(A) What was D Day?  
18(B) Which Education Act introduced secondary education for all children?  
19(A) Who was Sir Francis Drake?  
20(B) Who was Sir Alfred Fleeming?

Wynford Jones was senior history social service at Lawes Technical College.

## FRENCH CONNECTION

## Le difference

Roger Brett

approach was soon overcome by a realization that there is something to be said for having simple aims that are actually attainable.

I believe that the arrangement of the school timetable also contributes to French effectiveness. Why do we need to have our timetable fitting neatly together with no minute unaccounted for between 8.30am and 3.30pm? We even have to invent subjects, sometimes of dubious value, in order to fill the odd gap.

Compare the greater flexibility of the French system where the schools operate from 8am to 5pm, that is to say about 35 hours per week, but any one pupil only attends for about 27 hours and outside of those hours comes and goes as he wishes. A teacher's week varies from 17 to 21 hours contact time and his presence at school is not required when not actually teaching. This teacher working a 20-hour week could possibly complete that amount by working mornings only.

Contrast this with the typical picture of the British teacher involved in school work until late at night, with no time for any other activities during the week. Little wonder he is drained of inspiration by Friday.

The French pupil's view of his teacher is rather different to the English. A separate group of non-teaching staff, *surveillants*, undertake supervision duties at breaks, lunchtimes and even detention. It is they, who are, the butt of pupils' jokes. Teachers, on the other hand, are the

ones whom pupils see as making only positive contributions, such as helping them gain good grades in the all-important monthly tests.

Finally, although it is not directly concerned with school organization, I feel that a big hindrance to teachers in Britain is the phenomenal success of British television programmes aimed at the young. During school holidays, the junior television can watch programmes specifically geared to him virtually non-stop from 6.30am to 6pm or later.

Whatever one may feel about these programmes, there is no denying that they are usually slick, colourful and entertaining. By contrast, French TV has few programmes aimed at young people and they do not attract a large number of young viewers.

The result of this is that British schoolchildren have higher expectations of dynamism and entertainment in their school lessons, whereas French pupils seem more willing to accept lessons which many British teachers dismiss as boring or dreary. In addition, a French pupil has less distractions to hinder him from doing his homework, and parents and teachers do talk to each other.

In my view, it is unfair to compare British academic success with that of France when the aims of the French educational system are so much lower.

Whether a national curriculum imposed or not, it seems to me that the way we operate successfully, whatever the curriculum. Do we continue to provide education in the narrow sense, offering our pupils a range of extra-curricular opportunities in sports, music, drama, social clubs and visits, or do we go all out to equal the continental academic standards that have so impressed Roger Brett? Is it reasonable to expect to do both, when our pay, our facilities and service and status lag so far behind those in the rest of western Europe?

Roger Brett teaches French in a day field comprehensive school.

## FEATURES

I had been the custom of one middle-class primary in the south-east to present a book as a memento to each of its 11-year-olds when they left for secondary school. But some of the parents wanted the same treatment for their eight and nine-year-olds leaving to go to independent preparatory schools.

To the new head's astonishment, the governors insisted on a vote to settle the matter. "It got quite heated," says the now ex-head. And the experience contributed to his decision to resign after only two terms at the school, having been a head for 11 years in all.

Among the governors, he felt, there was a rift between "high powered middle-class governors who read the 'right' papers and thought they knew a lot about education" and a more "progressive" faction.

On this particular issue, the head sided with the progressives against books for the prep school crowd. The vote went against the traditionalists, who accused the head of adopting a political stance.

The governing body, only one of whom had any previous experience of being a school governor, was not the only reason for his resignation. But it was a contributory factor, along with the increased demands on him and the school at a time when he felt there were decreasing resources.

He had already felt the wind of change in governors' meetings at his previous school. But at his new school, there had been a changeover of governors at the time of his appointment and no one on his present governing body had a hand in approving him when he was appointed, which made him feel vulnerable.

"I don't want to give the impression that there were great battles all the time," he says. "I got out before they might have occurred. But it certainly wasn't a comfortable atmosphere. They had the

## There is a crisis of confidence between some governors and their head teachers

power, they knew it, they wanted it, and that's why a lot of them were there."

New legislation is about to give even more power to governing bodies at a time when, in some schools at least, there is a crisis of confidence between some governors and their heads. Last year, the TES reported (October 3) that the election process for parent governors was far from satisfactory, and that, once elected, they were often treated as second class governors by heads.

The other side of the coin is equally problematic. Some governors, inspired by what they see as a need for greater accountability, are engaging in a power struggle with their headteachers. And some of them, it seems, want nothing less than his or her removal - the head on a platter, if you like.

So concerned is the governors' own National Association of Governors and Managers (NAGM) about the rash of contentious cases where heads have been suspended from duty that it has issued a warning about the damage such in-fighting can cause to children's education. "Schools are slow to build but quickly damaged," it points out and it calls for better complaints procedures and professional advice for governors who question the competence of the head.

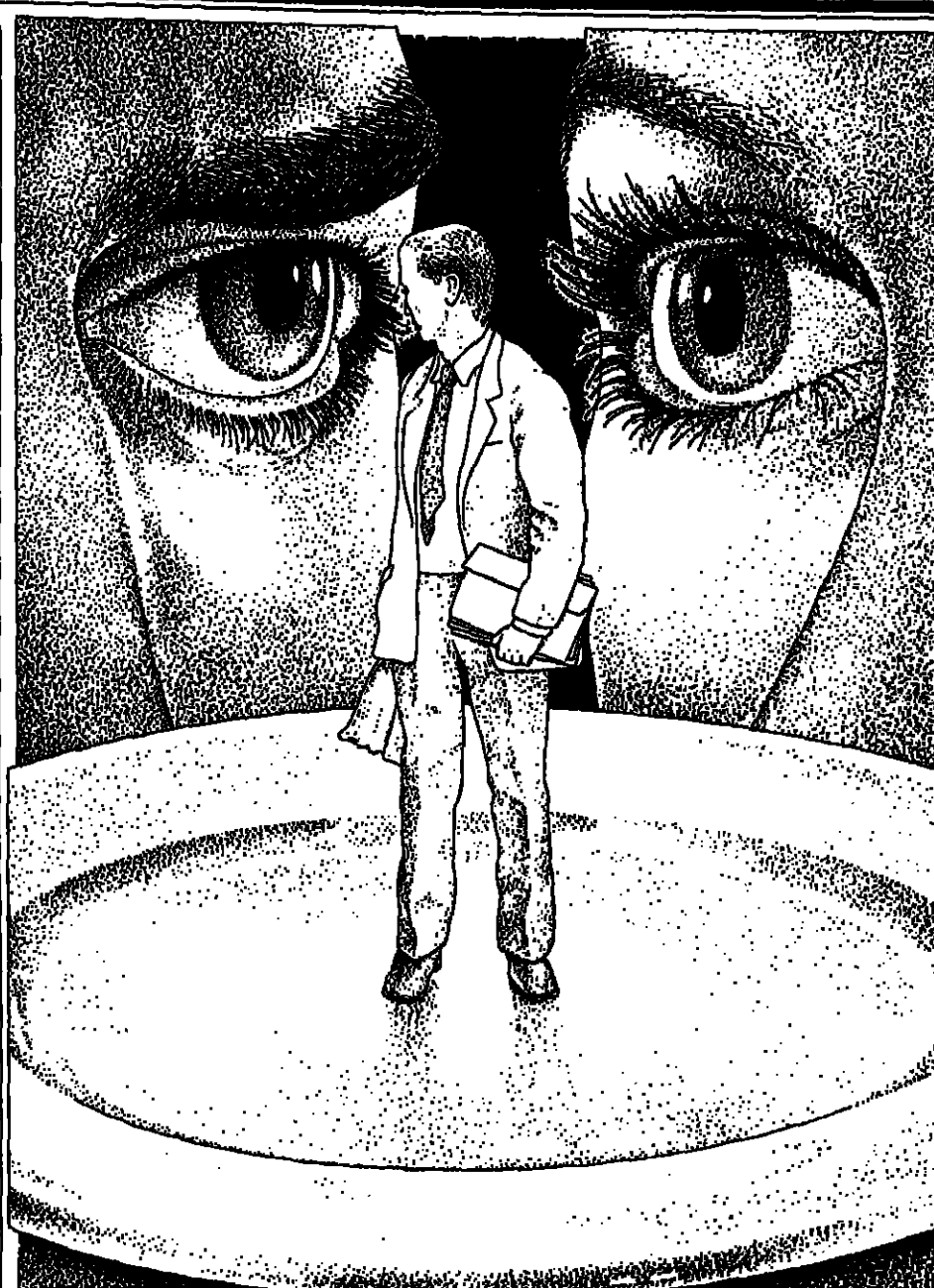
The majority of governing bodies may still be broadly supportive of their schools. But the 1986 Education Act will substantially increase the numbers of inexperienced parent governors with a vested interest in the way the school is run. And by the end of this school year governing bodies are required to hold the first of their annual meetings for parents where they - and by implication the head and teachers - may be called to account publicly for their actions and required to respond to resolutions passed at that meeting.

There have already been a number of highly publicized instances of heads falling out with their governors. But there are others that do not hit the headlines. Often the head simply goes quietly. I spoke to three ex-heads, each of whom had fallen foul of his governors to some extent, to ask more of such conflict and counted it among their reasons for leaving prematurely.

All three were experienced heads - an average of 16 years in the job - and felt trouble with governors was a recent phenomenon.

None of them was against accountability, but all three stressed that their professional expertise should not be undervalued in the process. One, as we have seen, resigned, one took early retirement and one was removed to another job by a discreet political manoeuvre.

My new chairman of governors was an interfering busybody," says a secondary head, who took early retirement. "He wanted to poke his finger into everything. I'd have told him that he could wander round the school if he had



## Heads on a platter

The growing conflict with governors leaves heads reeling - and rolling.  
Nick Baker reports

wanted to, but he never had the courtesy to ask. He'd just appear, about once a month. Once, when everyone was up to their ears in exams, his foot appeared and I had to drop everything to see what he was doing in school."

According to this head, the new chairman's unrelenting appearance upset teachers and offended senior staff's sense of protocol. The head tactfully warned him off, and the visits became less frequent.

At governors' meetings, though, he would retired head primary school in a London overspill housing estate. He had 15 years' headship experience. He knew there were problems among the pupils and staff but he believed that gradual change could help solve both. He refused simply to concede that the children's home environments were to blame for their problems and that pastoral care of the first aid type was the only course of action.

He wanted to create a school environment that could help children progress in a measurable way. He was initially supported in his aims by an advisory staff in the country, and by the members of the governing body who appointed him. He had made it clear at interview and after

appointment that he didn't see corporal punishment as a useful option. However, it was his removal of corporal punishment and his desire for change - albeit gradual - in the ethos of the school that brought him into immediate conflict with both staff and governors.

After the head had served one term at the school, the governing body's membership changed quite dramatically. It received its first parent governors. Two parent governors were elected at a meeting of only three of a possible 400 parents. At the same time the chairman of governors, a Conservative party council appointee, returned after illness. It was an acting Labour chairman who had helped appoint the head.

Meanwhile, four of his staff, including his deputy head, had written direct to the authority complaining about him. And to make matters worse, one of the new parent governors, who it appears was in cahoots with the dissatisfied teachers, produced a list of complaints about the new head at the end of the first governors' meeting.

While the teachers' complaints weren't dealt with by the L.E.A. because they hadn't gone through the correct grievance procedure, the new governor's complaints were taken very seriously, as were the deputy head's. In fact, at one time the head had to suffer the indignity of having to sit through governors' meetings at which his deputy spelt out criticisms of him.

The L.E.A. decided to mount an investigation at the school and 18 months later a report was drawn up criticising both head and governors, taking the governors to task for not attempting to support the head.

The problems weren't laid to rest by the report, though. Over the next few years, the chair of the governors was occupied by three more chairmen, all with varying effects on the school, good and bad.

Further isolated by the teachers' dispute and with the school's roll falling, the head again found

himself under attack from a newly co-opted parent governor. The authority investigated again and blamed everyone, including the head, for bad management, lack of co-operation and poor teaching. And while the authority detected a well-organized campaign by parents to undermine the head, it concluded that the situation was such that the head would be unable to put things right. He was offered a year's study leave and a sideways move out of headship that involved no loss of salary.

Neither of the headteacher associations have any evidence that falling out with their governors is a major problem for heads, but both the National Association of Head Teachers and the Secondary Heads Association say they advise heads when such conflicts arise. The NAHT in particular has noticed an increase in the requests for such help as governing bodies flex their muscles, but what they see may only be the tip of the iceberg. None of the three heads I have mentioned consulted his association about his dealings with governors.

Some of the new measures in the 1986 Act - longer terms of office for all governors for instance - may help to bring heads and governors closer together. There will be fewer cases where an outgoing set of governors appoints a head disapproved of by an incoming set. By 1988 the statutory term of office for all governors will be four years. Hitherto, terms of office have varied in different authorities and for different kinds of governor.

However, other measures, like annual meetings and governors' increased control over the curriculum, are causing some concern. A good deal of expertise will be called for, not to mention good will.

The National Association of Governors and

## One governor in four has no experience and only one in 20 has any training

Managers estimates that there are currently 250,000 governors in office, and that around a quarter of those are doing the job for the first time. Of those 250,000, the NAGM guess that only 5 per cent have had any sort of training. So one governor in four has no experience and only one in 20 has any training.

NAGM chairman Felicity Taylor points out that new governors are often keen to learn, while old hands may not be. "It's the people who have been chair of governors for 20 years who you sometimes get problems with," she says. Both the NAHT and the NAGM believe that the 1986 Act's provision for such governor training "as the authority consider necessary" doesn't go nearly far enough.

Naturally, the NAGM welcomes the increased role the new law gives to governors, but at the same time they warn that professional behaviour by governors is important. "Obviously, you'll get some people who will behave badly, whether they're politicians, teachers, heads or parents," says Felicity Taylor. "What we're constantly stressing is that you've got to work together as a group. It's when people start going off on their own at a tangent that you get the problems."

David Hart, general secretary of NAHT, stresses that governing bodies are by and large helpful and supportive to their heads. And while the NAHT broadly supports the idea of increased power at school level, it too feels that it must be backed up by good quality training for governors and heads alike, particularly if governors are to participate in curriculum matters.

David Hart points in particular to Section 18 of the Act, which allows governing bodies to modify local authority curriculum policy to suit the aims of their individual schools. Meanwhile the head will be responsible for determining individual school policy which has to be compatible with the L.E.A.'s, or failing that, the governors' policy. In other words, all parties have to consult, but the buck seems to stop with the governors.

There's little doubt that this Section is aimed at breaking what the Government sees as the political stranglehold local authorities can have on the curriculum. However, devolving curriculum power to governor level won't necessarily solve anything. Even governors who are not political appointees may have variously coloured political fish to fry, as two of our three heads found, to their cost.

The new style, longer-term governing bodies, beefed up by a large contingent of parent governors, will have a greater power to do good. However, without the necessary experience and training and without some trust in the professionals to know their business, they will have equally increased power to do harm. What seems likely is that even more heads will roll.



## FEATURES

# What are little girls made of?

The gender trap starts in the primary school says  
Chris Skelton

Various projects have set out to encourage girls in secondary schools to look beyond the traditional subject options. They are important, but to a large extent they are locking the stable door after the horse has bolted. By that stage pupils already have well-defined ideas about what boys and girls are supposed to be interested in.

Subject choice – if choice it really is – begins back in the primary classroom where children are exposed to a variety of ideas that make them think they have to act in certain ways because they are boys or girls.

Quite frequently, primary schools reinforce the gender stereotyping lessons learnt at home or from the media instead of offering alternative views of life for males and females.

Primary school policies – the ways they organize their classes, talk to their pupils and encourage them in various activities – all play a part in perpetuating the gender trap.

Young children often find their teacher is a woman. But the powerful positions in most primary schools are usually occupied by men. Most primary heads and deputies are male. Even the female cleaners are normally supervised by a male caretaker.

The notion that it is the males who exercise power follows the children into the playground which is usually dominated by boys kicking balls or running about. Some primary schools even condone such sex divisions by separate playgrounds, one for boys and the other for girls and infants.

Primary schools need to reflect on the rules and organization they adopt and question whether such situations as women running sewing clubs while the men supervise the computer club are doing anything to enforce traditional notions of male and female roles.

Classroom organization is a minefield of sexist practices. Reading schemes offer girls a restricted view of their future by stressing the roles of mum, granny, witch and princess. Science and maths textbooks often emphasize boys "doing" and girls "watching". Posters frequently depict male doctors, policemen and firemen and female nurses,



Attitudes to boys' and girls' subjects are formed at an early age

shop assistants and, of course, mum in the home.

Teacher expectations and attitudes have been the subject of several research studies. It is common for teachers to ask girls to clean the tables after art and craft lessons or to go on "messages" and boys to move heavy equipment. Competition between the sexes is promoted when teachers devise quizzes and the teams are boys against girls or, when such comments are made as "Who can sing the loudest; the boys or the girls?"

Even the curriculum of primary schools, where demarcation is much less rigid than in secondary schools, has been pointed to as a source of sex discrimination. Boys play football while girls play netball and topic work can be separated by gender. One school I visited had a class carrying out a project on homes; the boys were designing an electrical circuit using apparatus while the girls were painting designs for curtain material.

So, what are primary schools doing to tackle the problem of sex stereotyping? The findings of Professor Maurice Galton and his colleagues at Leicester University suggest that primary teachers do not regard sex stereotyping as particularly important. Of the primary teachers they interviewed, 40 per cent had experienced incidents of sex stereotyping among their pupils but, at the same time, these teachers only accorded a medium level rating of seriousness to such occasions. Top of the list were incidents involving lawlessness, violence in society and

racial stereotyping.

Such evidence supports the oft-quoted comment of primary teachers that "I treat them all the same"; the implication being that sex stereotyping isn't a problem in the primary classroom because teachers believe that they are already providing equal opportunities. But too often the superficial aspects are dealt with leaving the fundamental problems untouched.

While teachers who stop segregating girls and boys in lines or calling out the register according to sex must be applauded, these measures do not mean that teachers can sit back in the knowledge that "I have equality in my classroom". Sex discriminatory practices in the primary school are generally of a more invisible nature and can pass unnoticed.

Knowing this has prompted some primary schools to find ways of identifying and combating sexist practices, though so far these schools represent little more than isolated pockets of action.

In one school, the work was begun by an individual teacher who had a particular interest in sexism in reading schemes. A checklist was devised based on the (Equal Opportunities Commission sourcebook, *Ending Sex-Stereotyping in Schools* and used to examine the reading scheme adopted by the school; in this case, *Breakthrough to Literacy*.

The findings were similar to those of earlier

studies on children's reading schemes which showed that boys are depicted having adventures while girls are depicted having such as going shopping or "looking after" the house. In all 80 books there were only two examples of a working mother, yet the majority of the children in this school had mothers who worked outside the home. On the basis of these findings the teacher made a tape-slide sequence demonstrating the information and data on gender issues to be discussed with her class.

From this, guidelines were drawn up by teachers in the school to avoid sex-stereotyping in reading materials and in classroom activities. In a similar vein, check lists were used by teachers in two nursery classes to examine the behaviour of the children. They found that girls than boys used the home corner and boys than girls used construction toys and clay. The teachers then made use of the (Girls Into Science and Technology) Operational Schedule to observe each other in the classroom to see if there was anything in their own behaviour which was perpetuating gender stereotyping.

As they discovered, even the language we use has implications for sex stereotyping. Here does a teacher comment on how pretty a girl's clothes are or make a request for "two boys" to carry this box?

The use of checklists of some kind have been taken up and developed by various groups. A particularly useful pack entitled *Is Your Sex Changing?* is available from the LEA Research and Statistics Branch, Addington Street, London SE1 7UY. This pack covers a wide range of issues including examining resources in the school, children's attitudes, school organization and extra-curricular activities.

Promoting an atmosphere of anti-sexism requires a whole-school effort rather than the work of one or two individual teachers. One school in London has attempted to bring this about by looking at all aspects of school life.

In the belief that parents are an integral part of developing new gender attitudes in children, the school encourages parents to come in and witness and participate in the work of the school. A variety of non-sexist measures have been adopted. These cover the images on the classroom wall, the use of toys in a less gendered way and leaflets that do not assume all children live in white, nuclear families. Although in early days, there are promising signs in the numbers of boys joining the knitting group and the thriving girls' football.

Primary teachers need to be encouraged to reflect upon their own practice in the classroom and local authorities could assist by developing practical guidelines. A school cannot change its attitude to sex stereotyping if it is not aware of the first place of the discriminatory practice is unwittingly perpetuating. But until they are, it seems pointless to debate the reasons why we continue to opt for traditional careers and to commend the problems of sex-role stereotyping in secondary years of education.

Chris Skelton is lecturer in the early years education at Sunderland Polytechnic.

## Visiting hours

Schools should think twice before rushing to reinstate parents evenings, Jim Smith argues

Parents were very quick to point to one of the defects of the system: "A five-minute time-limit would obviate the problem of being stuck behind someone who likes to hear the sound of his own voice."

I remember as a young deputy being put in charge of the school handbell on such occasions. My duty was to ring that bell at five-minute intervals as a signal for all conversations to cease and all parents to move forward one place in the queue. That system was not popular either.

I understand that in some schools the bell has now been replaced by a computer. But for parents who have experienced computerized appointments, one frustration appears to have been replaced by another. Two appointments in the first half-hour followed by a two-hour wait before any further engagements is unlikely to prove any more popular.

The second major concern of the parents I spoke to was the lack of privacy. Time and again they stressed how inhibiting they found this.

The interviews are not private at all. The teachers say what they feel about the child, but

the parents are inhibited from questioning it or arguing against it. It could well be that that is why they are organized like that.

Certainly, the environment is not conducive to good communication.

It is important to be clear about the aims of such an evening, if they are to be effective. John Bastian identified 10 different possible purposes:

- to discuss progress;
- to enable the parent to see the child's work;
- to discuss problems;
- to give suggestions of ways parents can help their child;
- to involve parent and child together;
- to find out the parent's views;
- to get to know the individual parent;
- to get necessary information about the child;
- to enable the parent to get to know the teacher;
- to establish a personal relationship.

Could it be that the reason why many parents avoid such evenings like the plague lies in our and failure to come anywhere near meeting many of these objectives? "What is it about parents' evenings that turns a perfectly reasonable and

approachable teacher into an unapproachable authoritarian who claims the sole right of judgment over my child?" One desperate parent asked. Parents do stay away in droves and it is no great surprise to the teacher that the attainment level of the child bears a direct relationship with the likelihood of their parents attending such evenings. Within my own experience, it was clear that parents of underachievers were the most likely to attend and conversely, the parents of high achievers were the least likely.

It bears out the familiar complaint of teachers that they "never see the parents we really need to see". But my findings suggest that parents' absence cannot simply be dismissed as lack of interest on the parents' part.

Some parents just do not feel comfortable with teachers for many reasons. One parent expressed "Perhaps parents themselves didn't have good experiences at school or don't feel able to discuss a problem with a teacher who's been so informed. Parents feel embarrassed about their child's progress."

So before schools rush into reinstituting traditional parents' evenings, perhaps they should take a close look at exactly how they are organized and what they achieve. They may like to abandon them altogether in favour of more school clinics where parents know their child's progress every week when they come in to see the school informally and privately with staff about their child – that is worrying them without waiting for the occasion – or the queue to substitute.

Jim Smith is head of The Allerton School, Northallerton, which is in 11th year of the

## Senior service

Adult education reaches out to the aged and housebound

Pensioners are familiar with the idea of "meals on wheels" but a group of about 40 who are retired and housebound are now seeing the same principle applied to adult education – a sort of "lessons on wheels".

Adult between 59 and 96, they're taking advantage of a pioneering home tutor scheme based on the Addison Institute in West London. The idea grew out of an "action in retirement" scheme, jointly funded by the Department of the Environment and the Inner London Education Authority and co-ordinated by Carole Newman.

Students are referred to her by relatives, social services, voluntary agencies and groups like Fulham's good neighbour scheme.

Her first task is to visit potential students, get to know them and explain the scheme and what they can expect to get out of it.

This can be a lengthy process. Some are not interested or really just want someone to push their wheelchair.

With unhappy memories of schooling that ended in their early teens perhaps 70 or 80 years ago, they often doubt that "education" has any relevance for them.

"They need convincing that education isn't just maths or French and taking exams. They're unlikely to have made any use of the facilities offered by Adult Education Institutes. Sometimes you'll find a real interest, but they don't really believe it's possible they're capable of learning."

Connie Di Gesso is 70 and after some time asked if she might learn Italian. She explains: "My husband was Italian and it was a way of keeping a link with him. I feel he'd have liked it. I'd been to Italy and always liked the language. It's what I'd call a musical language. I don't expect I'll ever have a practical use for it, but I enjoy it and think the tutor is very good. At my age you need to stop your brain going rusty and this is a good way of doing that."

At the same time she is learning braille (she is

partially sighted), and seems to be going about both with cheerful enthusiasm, often signing off with some Italian phrase when she leaves messages on Carole Newman's answerphone.

Another student of Italian, a woman of 85, amazed her tutor by starting from scratch to writing letters in the language in six months – a feat beyond most students of any age. She wrote to Carole Newman: "The lessons have been a great pleasure to me in every way and I always eagerly look forward to my next lesson. I am constantly amazed that such a good thing should happen to me."

The options available are "anything that can be done in the home". Subjects taken at the moment include glass engraving, embroidery, current affairs, advanced literacy, Arabic, painting and drawing, playing guitar, armchair keep-fit and the study of antiques.

Tutors visit weekly for an hour-long lesson: "It is a very demanding form of teaching," Carole Newman says. "You have to gear lessons to the physical disabilities that make them housebound, including sight or hearing difficulties."

"Like all adult education you must negotiate with the person you are teaching – for instance anyone out of formal education for years finds concentrating for long periods exhausting. You need to take things slowly and make sure previous lessons are reinforced."

Part of the reinforcement is done by volunteers who take part in the lessons and return later in the week to help go through the work again – providing an additional social contact. The aim in many of the subjects is that the volunteer should eventually be able to take over the teaching as well, releasing professional tutors for other students. Finding the right volunteer isn't always easy. Carole Newman is searching at the moment for a volunteer to play chess against a student who has just moved from the area into a civil service retirement home in Horsham.

She makes the point that old people are no different to other students in that they include a proportion of the difficult, the disgruntled and



Up to scratch: glass engraving is one of several armchair courses

persistent moaners. But the rewards felt by her and the tutors when students benefit are clearly considerable.

One of the earliest students was an ex-miner of 96 who learnt pastry cookery: "He was in a poor condition when he started the course. Later he seemed altogether different – he looked smarter and physically and mentally in much better shape. It's impossible to prove, but I can only assume it was the course that produced the change," she says.

He has since died, but as she says: "There is nothing more destructive than the attitude which says 'What do you need to do that for, you're 83'. The aim is to provide the highest possible quality of life right up to the end. These people have worked all their life and paid taxes that pay for

adult educational facilities, so have every right to benefit from them. This work fits in with ILEA's declared policies of helping the disadvantaged and providing access to education for all."

The three years of DoE funding will finish in the middle of next year, leaving the scheme's fate in ILEA's hands. Carole Newman would like to see similar initiatives elsewhere – one of the frustrations of the last 18 months has been the prohibition on taking students from outside the Hammersmith and Fulham area.

Huw Richards

Further details: Carole Newman, Addison Institute, Addison Gardens, London W14. Tel 01-502 7822 or 603 6102.

## In the same boat

Bernard Barker scans the horizon as a second comprehensive generation is sighted

attempted to saw the heroine in half. Rex Tregunna (head) and Hugh Croydon (director) were in their prime, beaming like indulgent parents at a bar mitzvah over a Dickensian scene of acting, feasting, singing and dancing. They had discovered an educational equivalent of Laura Ashley, quality and style at an affordable price.

The musicians, butlers and dancers that evening were at last carefree school-leavers, guaranteed jobs in hygienic, attractive industries from ICI plastics to Smith, Klein and French. Rex and Hugh retired early to their allotments; the other teachers stayed while their new Houghton salaries slid back 30 per cent. Buildings and equipment were left to rot: school dinners went, cleaning followed. Endless public criticism chewed away at pride and confidence. Everyone who lived through those days is tainted now by resentment. By 1986, teachers' emotions are probably beyond the reach of any "offer" but the agonized, faintly comic proceedings at various Midlands hotels have engendered a bizarre, suspended despair.

The ACAS "package" would be a classic case of a horse designed by a committee if anything so simple as a committee had gathered at Coventry and Nottingham. Promotion opportunities are halved; a long main grade ladder suggests a stagnant future. When the euphoria of extra cash wears off, teachers will realize the injustice of everyone earning the same. Even major responsibilities (head of year/department) are worth only 5 per cent or 13 per cent extra. The horse has moved and galloped. Scale of all round, it solves the promotion problem by promoting everyone to

a temporary and soon eroded prosperity. The conditions of service agreed at Nottingham would have provoked mass protest a year ago. The "professional" contract increases the school week and year, requires attendance at parents' staff and INSET meetings, fixes class size at a level above the present average, obliges teachers to cover for absent colleagues and rules out all industrial action short of a strike. Contractual duties are listed in profusion, illustrating the overwhelming, nerve-shattering character of the job. For this the new "professionals" will receive a pay rise in line with current and projected inflation for white collar salaries. The unions' willingness to negotiate such arrangements is a measure of teachers' demoralization. Doug McAvoy of the NUT calculates that the rank and file have had enough. Teachers have weakened the case against an imposed contract by negotiating something almost as nasty for themselves.

This may not be the climate in which staff will busy themselves preparing Victorian evenings, but Christopher and I will be in our respective places in the school hall in September 1987 just the same.

Part of this will be sentiment. My father made me one of the 2,000 new students at Eltham Green comprehensive in south London in 1957. Large plate glass buildings and scrambling stairwells reeking of disinfectant are as evocative for us as blazers and ties are for our executive neighbours. We should not be at ease among the

hampers, velvet hats and Volvos.

But there is calculation too. I should get no

pleasure from any other job, from betraying my people. We could afford private education, but why pay to achieve social ignorance, artificial manners and the company of snobs? Some left-wingers support state education because they dislike privilege. Yet they believe in Eton and yearn for greater access to the civilized exchanges of study and tea room. This is a terrible misunderstanding.

State schools (as Aneurin Bevan pointed out) have a different task to perform. "For ordinary children" to be on terms of equality with the product of the public schools they "must be trained differently... what we want for them is more arrogance, freedom from the trammels of tradition". Stanground and Eltham may lack grey stones, stained glass and spires. But they are woven into the texture of ordinary England as no historic, gentlemanly foundation can be. The comprehensive experience, however damaged by newspapers that mistake tradition for merit, is beyond price. Who would not be happy to share the language and culture of England with the common people who made them?

Fortunately, teachers work for their pupils, not local authorities or Secretaries of State. Each year a new generation of eager children, untarnished by age or memory, reminds us of the first joy of learning and lights our faces with their keen eyes. I have been touring the local primaries showing the top juniors a black-hulled yacht with orange sails I've bought Christopher for Christmas.

"This is just like a yacht I had," I tell them. "I picture myself as a small boy like you, kneeling to launch it across the Prince of Wales pond on Blackheath. It sails up the Orinoco laden with pirates. I stand at the helm, froe as a bird, with the spray in my eyes, the wind catching the sails and carrying me safe through the waves."

The children watch intently as I lift the boat in my arms, adjusting jib and halyard. Their smiles travel with me on this voyage in the Land of Counterpane. The stories form in their heads and it doesn't matter one damn how tired I am, what I'm paid or what the contract says. We're all in the same boat.

Bernard Barker is head of Stanground School, Peterborough.







## BOOKS

## The Yates-educated child

Sex with Paula Yates. By Paula Yates. Sphere Book £2.95. 0 7221 9392 0.

Teenagers who buy this book to learn the sex secrets of the stars will waste their money. The most intimate secret Paula Yates reveals is the number of roses Bob Geldof sent her when she told him Fifi Trisbell was on the way. Admirers may also feel cheated that there is no picture of her. If you're a Paula Yates fan it must be more for her looks than her books.

On the other hand, parents whose children buy the book may feel relieved when they sneak a peek. It's had some lurid publicity, largely unmerited, for despite the purple cover with the word "sex" in six-inch leopardskin letters, this is not a sex manual for grown-ups but a beginner's guide to living a grown-up sex life.

It offers the type of advice an older sister might give to a pubescent sibling: boys are more attractive if they wash, for example, and flashers should be reported to the police. And, like any older sister, Yates occasionally contradicts herself when talking about diets. Some advice will be quite acceptable to parents: mothers have an annoying habit of being right and so are worth listening to. She also makes clear how important motherhood is to her and to many women.

Some information is less sound. The

sudden discovery of AIDS has caused "the recent surge of mass hysteria" she says, and nowhere does she suggest that extreme youth might be a good reason not to take the Pill. There are also some curiously opaque points. Most mysterious is the answer to what is already a puzzling question: "I ate a dodgy Chinese last night and was ill. My friend says I could get pregnant. Is she right?" This is bewildering since it makes no reference to the Pill, the only contraceptive method I know of which might be affected by diarrhoea.

Much of the book, however, is written with competence, but sadly none of the wit the publishers herald. Nor is the style individual: it is typical of magazines like *Cosmopolitan*. While it works well enough for an article, translated to book length, those pounding paragraphs and breathless anecdotes soon grow dull. Perhaps young readers won't notice that, but they may be perturbed by the lurches from charity vernacular to precise clinical terms in the health sections. It's all very well to write about labia if you include a detailed map of the body, Yates does not.

To add to the confusion, some of the suggestions are quite dotty. Picture the "Yates-educated" girl as she checks "prospective partners for sores" such as herpes. She advises a discreet examination of the male anatomy "as you begin foreplay, while the light is

still on" and explains how to squeeze "to test for a discharge that may be greenish-yellow". (Until AIDS many men wouldn't wear a condom in case spoiled the fun. How, I wonder, will they react to such scrutiny as this?)

The scant advice about AIDS is worthless. She says people who are infectious do not all have the symptoms of the disease, adding that this is why "people should be careful about their choice of partners". What does she mean here by "careful"? And Yates uses the plural "partners" throughout, as if promiscuity were the norm.

She does take a strong stand against too much alcohol, sex without contraception and the value of married men as boyfriends. Her reasons, though, have nothing to do with morals and all to do with self-preservation. So, for example, girls are urged to avoid married lovers because such men can never stay the whole night to enjoy the "rosy afterglow". There's no hint that there might be anything questionable about putting wives at risk from VD or about families being deceived.

The book is a wasted opportunity. Carefully edited, the sisterly tone and the author's popularity could have made this a useful, if controversial, addition to the sex education library.

Jennifer McKay

## Points of view

The Television Audience: Patterns of Viewing. An Update. By G. J. Goodhardt, A. S. C. Ehrenberg and M. A. Collins.

Gower £22.50. 0 566 05083 8. Family Television: Cultural Power and Domestic Leisure. By David Morley. Comedia £5.95. 0906 890 73 X.

Research into television viewing habits usually consists of the statistical ratings which David Morley dismisses as simply "measurement": quoting Mallory Wober, he claims that the results of such surveys "offer bases for research, but are not research in and of themselves", and he implies that consequently they are of little interest for anyone who wants to understand people's reactions to television and the grounds for these reactions.

The work of Goodhardt, Ehrenberg and Collins, first published in 1975 and now updated, falls into this category of statistical measurement, but its shortcomings are not those Morley alleges. If it fails to produce exciting results, it is because the questions one would like to answer (eg. about the effects of television viewing on behaviour), are largely unanswerable; and because many of the answers it does provide are so obvious that the average television viewer could arrive at them without switching off the set.

Viewers who express a liking for one type of programme are inclined to watch other programmes of the same type, for example, so that fans of *World of Sport* show an above-average tendency to switch on *Match of the Day*. There is more, and the authors of *The Television Audience* supply it, with many charts and diagrams, helpfully observing that the results have changed little since 1975.

The obvious might blind you to their less predictable results: viewers show little channel loyalty and, more surprisingly, few people watch an entire series of programmes, so that on average only slightly more than half the audience for one episode will see the following one. A wider choice of channels, as the American experience shows, does not mean a greater choice of programmes and viewers who tend to watch rather small amounts of television overall are not, as they might like to pretend, more "discriminating": when they do plug in, it is usually for the high-rated, "popular" programmes. Indeed, it is these television snobs who ensure that junk scores well in the ratings.

This kind of research is designed principally for professionals: advertis-



Martin Mayer

ers and the television companies. It must make sobering reading. It broadly confirms that commercials have a defensive role: advertisers do not sell established products through television, but might lose their existing share of the market if they ceased to promote them. Producers cannot guarantee that more than half an audience will know what happened in last week's episode of a serial and many viewers do not watch programmes they like, or watch programmes they do not really like, for reasons as diverse and erratic as any other aspect of human behaviour.

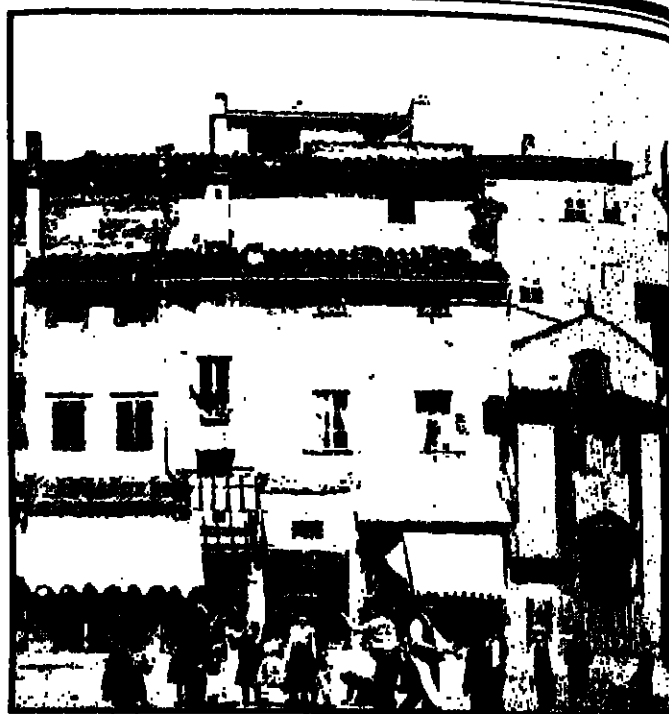
"The rational consumer in a free and perfect market", Stuart Hall observes in his preface to Morley's book, "is a myth." The audience researcher illustrated in Jane Root's Channel 4 series *Open the Box* showed that viewers actually being in the same room as the programme they are supposed to be watching, Morley reaches similar conclusions from his study of 18 South London families and makes some sweeping claims: "takes account of the ways in which individual choices and viewer reactions are situated in and affected by particular social and cultural contexts." It is to deepen our understanding of what patterns of viewing relate to which social groups

and "to reconceptualize notions of 'appreciation' in relation to types of programme." That's a pretty impressive row of beans.

And what does it add up to? Emphasizing the need to take the family, not the individual as the basic unit for research, *Family Television* consists mainly in extracts from Morley's extended interviews with his South London sample. These, occupying nearly 100 pages, could have been severely edited: they show that, in most homes, the men control the button; that there is sometimes guilt, especially among women, about self-indulgent viewing; that husbands prefer sport and national news, while wives prefer soap opera and local news; and that older women don't enjoy *The Young Ones*.

However inadequate Morley may consider bald statistical research, its conclusions, in the main, support his (though Goodhardt, Ehrenberg and Collins were less concerned with generalization). In his afterword he admits that his project "raises more questions than it answers", and "fills in bits of the puzzle as far as possible, but leaves a lot of it open." What we need, I suppose, is more research and what will produce, no doubt, is more of what we have already seen.

Robin Buss



A 19th-century photograph of the Mercato Vecchio, the oldest and most densely populated area of Florence, demolished in 1888 to create the Piazza del Repubblica. From *Florence Explored*, an attractive and authoritative guide by Rupert Scott. The Bodley Head £12.50.

## Changing places

Inside the Secondary Classroom. By Sara Delamont and Maurice Galton. Routledge and Kegan Paul £14.95. 0 7102 0933 9.

"You get her head flushed down the loo on your birthday in that school" is one of the most dramatic and, luckily, unsubstantiated fears expressed by a primary pupil about to transfer to secondary school. Delamont and Galton's study describes pupils' anxieties pre-transfer. It evaluates methods employed by six secondary schools to dispel these fears before enrolment and goes on to present detailed observations on the encounters of pupils once they have arrived.

This is the fifth book in the ORACLE series and the first comparative ethnographic study of school life in Britain. One main aim is to make the familiar strange. Observations of life in the first few months of transfer are not directly focused on the curriculum, but instead Delamont and Galton pick less well explored, more subconscious areas. Basically these are physical and social danger; time and movement; formal and informal groupings. This has interesting results. Take danger for example: according to Delamont and Galton physical danger like bullying is relatively minor. Surprisingly, it seems "the biggest danger most pupils face is being forced to sit next to a child of the opposite sex and share a textbook". (Is it also relevant that one of the children in the quoted example is Asian?) This is a bleak statement. Nebulous though

this fear seems it may have implications for co-education and for rolling the playground wall which separates between teacher and pupil also gives a gloomy picture and display of a disturbing classroom technique, but the authors are careful to balance the evidence with things positive. A shared joke about a spelling mistake used as a marker for a new day becoming established.

Establishing control is closely related to rules and regulation over time and movement. The chapter's time is illuminating. Examples of time which pupils are taught to use in terms of the ordering of the day are developed to give an indication of how pupils are taught to use time which prepares (or does prepare) them for working life. One attention to behavioural details on issues which have wider social or curricular implications. This is collected from previously neglected parts of the curriculum such as practical subjects and physical education shows that actual transfer problems are short lived. General school problems soon take over.

The authors apologise for the "boring" has found the portraits of the teachers, pupils and lessons "dull and boring". Perhaps it is a hopeful sign that some of these portraits now seem little dated. Teachers' views stereotyped views about a moment in the place in the home is something one has to seek to remedy by looking there is plenty of other food for thought.

## Effective measures

Staff Development in the Secondary School: Management Perspectives. Edited by Chris Day and Roger Moore. Croom Helm £9.95. 0 7099 4539 6.

Staff development does not mean what it used to. That is the main impression that comes out of this collection of 13 essays. It isn't nostalgia, rather realism about the difficulty of getting promotion in the teaching profession these days. So, staff development is about "making the individual member of staff more effective now". More than training alone it is interlocked with that contentious issue: appraisal.

When John Berridge, in his essay "Counselling and Performance Appraisal: An LEA Perspective" confronts it, he is careful to point out the pitfalls of bonding appraisal with remuneration. If they are stuck together "the system of appraisal will be seen as a punitive instrument of accountability". In addition Joan Dean hints, albeit a little more delicately, that this association may not be particularly helpful. Untainted appraisal, the essay says, is a necessity in the fast changing world of secondary education. This is because it is seen as an integral part of the curriculum and is closely paralleled with pupil profiling. Future schools, write Brian Kerwood

and Simon Clements in "A School-based Staff Development Programme: Thinking School", will be "thinking school" - well, more or less. Other chapters contribute practical ideas about how to conduct appraisal.

Of course, this is a lot to ask of a board in some cases. There is a wealth of material on how to manage change, generally, aimed right across the management structure from LEA to heads of departments. In a way, management in schools is quite a new and claimed occasionally in the past, then it is interesting and appropriate that there is a section on appraisal and industry. Informative, though the chosen examples are the reader will be left feeling unsure where they fit.

A lecture on the benefits of using dictating machine may be tedious, little too far into the realm of practical information but generally the essays provide a good working practice and theory. In the last chapter, Robert Moon quotes a statement from the British Association of Teachers: "Some of the writing is tedious, but many of the ideas are important, and anyone looking for ideas and suggestions will find them pick out."

Anthony

## Question time

Questions and Solutions for Chemistry. By John Sadler and Mike Taylor. Edward Arnold. Questions £2.25. 0 7131 8410 8. Solutions £2.50. 0 7131 8411 6.

Questions and Answers O Level Chemistry. By J. Sheen. Checkmate/Arnold £2.95. 0 946973 27 X.

Have low capitation allowances led publishers to think that the main purchasers of school texts are now students rather than teachers? This could explain the growth in revision aids and questions books. These writers have found one of the few remaining gaps in the market.

Their books consist of structured and essay questions, with fully worked answers. It is clear from the questions, the depth of treatment and the language level, that the books are intended for the top end of the ability range. Most of the questions are based on past O level papers; it remains to be seen how useful they are to students preparing for GCSE.

Questions, by Sadler and Taylor, contains over 100 structured and free response questions, grouped into 18 topics which cover all the main syllabus areas, including economic and environmental chemistry.

Answers to all the questions are given in the *Solutions* book, in the form of precise, detailed, examination-type mark schemes. These could help teachers in two ways: first, in giving insight into how mark schemes, particularly for essay questions, which are constructed and weighted, and second, in convincing relaxed students that examiners are more pedants than mind-readers. These two books will, then, help students in revision, particularly with examination technique, but there is no further explanation of the answers for those who find the chemistry difficult.

*Questions and Answers O Level Chemistry* does exactly the same thing a little more. The 30 questions, mainly essay type, at the beginning of the book are followed by quite long, detailed answers, with clear explanations of the reasoning and underlying theories. There are no mark schemes, nor any indication of which points would earn marks, and some students may have difficulty distinguishing the relevant parts of the answers. The questions appear in random order, and cover a range of topics, though not exhaustively. This book would be a useful revision aid, suitable for students working alone.

Lynne Marjoram

## Fundamentals

Reading About Biology. By N. Green S. Kellington and W. Stout. Heinemann Educational £3.25. 435 57522 X.

This is one of a series of three books designed to broaden and enrich science courses for 13 to 16-year-old pupils, by means of supplementary classroom activities and homework. Thirty double page units provide wide subject coverage, with considerable emphasis on its applications. There is a discernible pattern in the arrangement of academic material, but no clear progression.

The authors' aim is to reinforce fundamental biological concepts, as well as to demonstrate the relevance of school work to everyday life. Thus, Unit 1 deals with photosynthesis by describing, in words and diagrams, leaf structure, the light and dark chemical reactions, effects the light intensity and an experiment on its spectral composition. Since this is a work which aims to extend its readers one wonders why there isn't some discussion here about photosynthesis as a basic process

which is essential to all higher forms of life. The second and third units cover water uptake and movement by plants and others deal with the beneficial and harmful aspects of fungi and bacteria, DNA, heredity and hybrid vigour, also ecological topics like acid rain and life in the sea and jungle. In addition, this text includes medically inclined items on organ transplantation, colitis, mitral stenosis, infant survival, hormonal control and heart regulation, with others on food and diet.

Each unit contains good illustrations, including photographs and coloured diagrams and there are questions, involving comprehension and investigation, which may be answered in writing or by discussion. While its size dictates limited subject coverage, this is an interesting and educationally valuable book, with an attractive format at a reasonable price. If financial resource allow, it could be purchased in quantities sufficient for class use, but where this is not possible it will be a useful source of material for the teacher.

Peter Baron

## Energy gap

Energy and Cells. By C. G. Gayford. Macmillan £6.95. 333 39621 9.

This book is an informative account of energy transfer in biological systems aimed at A level and first year university students. It discusses the problem of energy "gap" and has chapters on ATP, redox reactions, enzymes, biological membranes, respiration, photosynthesis, biosynthesis, nerve impulse conduction and muscle contraction. The book's style is more suited to undergraduates than most A level students. It might serve as a useful reference book to school students and less experienced teachers.

The book is one of the series

Dimensions Of Science. The series editor, J. J. Thompson, claims that "each text makes explicit some aspect of the fundamental processes of science, or shows science, and scientists, in action." Unfortunately this volume does not fulfil that claim. It is lacking in detailed discussion of the methodology or techniques employed by original researchers, which would have made the book more stimulating reading. The text generates no enthusiasm in the reader's mind despite the potential of these topics. The writing style is clear and there are useful summaries at the end of each chapter, but the diagrams are very poor and there are no photographs.

Anne Cullen

## Fine feather

Collins Guide to Birds of Prey of Britain and Europe. By Benny B. Collins. Collins £14.95. 000219176 8. This is a highly comprehensive handbook covering the 46 birds of prey breeding in Britain, Europe, North Africa and the Middle East, giving details of distribution (with clear maps) and population estimates, as well as migration habits, habitats, breeding and food. The introduction contains much fascinating information on raptor behavior, for example, are specially adapted to their mode of life,

as continuous hunters, the curved, pointed beak an ideal tool for tearing flesh off their prey. As may be expected, vision is remarkably good and the sense of smell, once regarded as poor, is now thought to be more important.

There are many excellent photographs and drawings of the various species when flying, as well as notes of general impressions, proportion and plumage which should facilitate species identification.

R. C. Vernon

## BOOKS IN CLASS

## Mechanical movements



SCIENCE

The Mechanical Universe: Introduction to Mechanics and Heat. By R. P. Olenick, T. M. Apostol and D. L. Goodstein. Cambridge University Press £17.50. 0 521 30439 6.

The Mechanical Universe: Mechanics and Heat, Advanced Edition. By S. C. Frautsch, R. P. Olenick, T. M. Apostol and D. L. Goodstein. Cambridge University Press £17.50. 0 521 30432 6.

There is a powerful family resemblance pervading these sumptuous volumes. Frequently paragraphs or diagrams, even whole pages, are duplicated in the two versions. Chapter headings, too, show that very similar ground is being covered. But it is immediately clear that the works are designed for two different sets of readers, or rather two different conglomerates of recipients who may in fact have been studying in a variety of ways. Inevitably, the American origin of the series means that the contents do not match precisely the syllabuses of

British examinations. This, however, in no way inhibits the value of the books for use in our schools or colleges. To ride a frequently saddled hobbyhorse, why should a textbook be written specifically for an examination course? Is it not preferable educationally to teach and learn a subject, with an exam paper an incidental rather than the be-all and end-all? Certainly the two books would be first-rate source material, the introductory work for A level classes and the more advanced for higher scholarship candidates or undergraduates on degree or higher national courses.

A further note on their origin may be appropriate. A strong tradition of fine physics teaching at Caltech (the California Institute of Technology) led to the concept of using television as a major medium for extending that teaching. A series of programmes (52 in all, each lasting half-an-hour), textbooks, teachers' manuals, edited video tapes and so on, are all encompassed by the project.

The commensurate, human, philosophy that is at the heart of the course can be exemplified by a quotation from the preface addressed to "instructors and administrators". There will be a variety of ways in which educational establishments can organize the course. "The television programs can be viewed at home via broadcast or cable, presented in class, offered for viewing at the student's convenience at campus facilities, or even dispensed with altogether. However, we hope

that no institution will imagine that the course can be presented without the services of live, flesh-and-blood college physics teachers.

The message is enforced in the advice proffered to students, who are told that their subject "cannot be learned by simply watching television ... Mastering physics requires the active mental and physical effort of asking and answering questions, and especially of solving problems."

Thus there are examples and questions prominently included as an essential part of every chapter. Correspondingly essential is laboratory work and while experiments are not specifically detailed it is assumed that this component of the course is adequately organized by the teachers or lecturers.

The volume designed as an introduction is relatively un-demanding in mathematical terms but some differential and integral calculus is developed in passing while another section deals with vectors. Overall, however, it is the physical ideas which prevail and the exposition of these and their inter-relationships is of the highest clarity.

In the advanced edition the whole treatment is more sophisticated, although the topics included (and the coverage of mechanics and heat is notably comprehensive) are similar. It follows that any grade of student beyond the rough equivalent of O level is provided with a thorough, lively text.

F. W. Kellaway

## Equations

Calculations for Examination Physics. By G. Miller. Stanley Thornes £4.30. 0 85950 212 0. Mathematics for Engineers and Scientists. By K. Welton, J. Grosjean, P. Schuster and W. J. Weber. Stanley Thornes £9.25. 0 85950 120 5.

Whatever the controversies about the content of school mathematics, there is general agreement that the subject has a high utilitarian value. It is the use of mathematics as a tool, its applicability to other disciplines and in everyday life, that polishes one facet of its case.

No surprise, therefore, is provoked by the advent of a number of books which concentrate on the mathematics required by students of allied subjects. Two excellent examples of the genre illustrate differing, but equally successful, approaches.

Mr Miller aims "to help physics students to understand the use of physics equations and how to go about solving problems". His chapters are designed to be complementary to standard physics textbooks carrying the usual theoretical and practical work. Thus, although a handy and efficient summary of the theory is provided for each section, it is there primarily as a peg on which to hang a numerical illustration and a fully worked example of a typical problem with a physical basis.

There follows a huge collection of questions of increasing complexity. Straightforward at first, often requiring little more than simple arithmetic, these lead on to past questions from many of the 16-plus examination boards.

Answers are provided, as are a few pages on "revision and examination techniques". An introductory section on basic mathematics (changing the subject of a formula, interpretation of graphs, the trigonometric ratios, and so on) is also useful as an *aide-memoire* and for reference.

More advanced students, at or beyond A level, concerned with technology, will find in the second book all the mathematics they need to support an engineering or scientific course. Originally published in German, it is well translated and adapted. The standard topics of calculus and associated work on, for instance, transforms and determinants. Fourier analysis and probability, are well presented with an emphasis appropriate to the intended readership.

Martin Hollins

F. W. Kellaway



A shop producing aspirin at Rhone-Poulenc about 1918 - one of 250 illustrations in *Biotechnology: Strategies for Life*, by Elizabeth Antebi and David Fishlock, which explores the world of modern biology. MIT Press £29.95.

## Home help

Reading About Physics. Kellington et al. Heinemann Educational £3.25. 0 435 57524 4.

This collection of 30 double-page readings is designed to enrich and broaden physics courses for 13 to 16-year-olds. The aim is to show the relevance and applications of the physics taught to the world in which we live, and to reinforce fundamental concepts. The chosen topics cover a wide spectrum of physics, through mechanics, heat, light, sound, electromagnetism, electronics and radiations. The links to GCSE syllabuses are clear and the aspects covered are ones that pupils will be interested in.

Some topics relate to interests and hobbies such as photography, audio and video production, sport and sub-aqua. Other topics provide attractively illustrated information on hi-tech applied physics; for example, imaging the body in medical diagnosis, robotics,

fusion and hearing aids. Some readings have a historical approach; the pioneering work of Faraday and Marconi is featured, and there is a particularly useful treatment of Brunel's ship designing. This reviews the advances made by Brunel in ships such as the *Great Britain*, but also the problems caused by financial constraint. The topic should genuinely enrich the teaching of Archimedes, and there are even questions to help do just that.

The book is a convenient source of homework assignments for teachers, and should appeal to most physics students. I feel however that some opportunities have been missed. The image of physics is predominantly hi-tech, and there is little on the implications of this. More could have been made of the issues of language and reading, which are touched on in a place about often confused concepts such as energy and power.







## ARTS

## Mixed blessings

Heavenly Pursuits (15)  
Cannon, Panton Street  
Boy Soldier/Milwre Bychan (18)  
Metro, Rupert Street

*Heavenly Pursuits* is a gentle comedy about miracles, commonplace ones like discovering the potential of a "backward" child or defeating Murphy's Law on traffic lights, and more newsworthy miraculous escapes and cures. Set in a Glasgow Catholic school, it concerns the efforts of the chaplain to further canonization of the school's patron, the Blessed Edith Semple, and of Vic Matthews, a non-believing member of staff, to advance his seduction of the music teacher (Helen Mirren). When the Blessed Edith picks on Conti as the vehicle for miraculous intervention in the affairs of her school, the two contradictory pursuits come to depend on each other and one type of miracle is easily taken for the other.

Vic (Tom Conti) may be a sceptic in religious matters, but he has the making of a secular saint. The dedication that the school chaplain gives to advancing Edith's canonization, is paralleled in Vic's dedication to the cause of his pupils, and in particular one boy, dismissed by the head as educationally sub-normal, whom Vic is determined shall not be relegated to a special school. Contemptuous of authority, he lavishes affection on his class and shows an indulgent understanding of their weaknesses. They repay him with trust, rather than the merciless exploitation that such an approach would probably get at the hands of any real group of inner-city teenagers.

Conti adds a necessary element of human credibility and fallibility to the character, playing him with quiet humour and, occasionally, manic frustration as events start to veer out of control. His tolerant and faintly disillusioned humanity expresses the ethos of a film where the happy ending is never in doubt and the satire (of the Church, education and the press) is gentle to the point of indulgence.

Generally, cinema treats the major instruments of social control, the Police and the Army, in one of two ways, the heroic or the comic. *Boy Soldier* adopts neither and is unlikely to endear itself to the British military establishment. That, however, is not



"Boy Soldier"

enough to convince you that the picture it gives is true.

The story is simple: a Welsh private, serving in Northern Ireland, kills a demonstrator and is imprisoned, awaiting court-martial. For political reasons, the authorities do not want the case to come to trial and the boy's refusal to plead guilty eventually persuades them to reduce the charge. Meanwhile, he has been denied his legal rights and subjected to humiliation and torture, his case aggravated by the fact that he had fallen in love with a Catholic girl and, essentially, that he absorbed the real lessons of his military training too well. He is, at the start, a "good" soldier and Karl Francis's film is fundamentally anti-militaristic.

Within these terms, it is an absorbing and persuasive narrative, technically accomplished and with an outstanding central performance by Richard Lynch as Wil. I can't judge its accuracy as a picture of the British Army. If it fails to convince, it is because of the weakness of the minor characters (particularly the civil servant) and the stylization of the background: the poor home and threat of unemployment that brought Wil to the Army, the lyrical romance, the Celtic connection, all fitting to neatly in support of a thesis about dehumanization and the sacrifice of individuals to the interests of the State.

Robin Buss

## Wind of change

When the Wind Blows (PG)  
Cannon Haymarket and various cinemas.

The post-Bomb culture has, of necessity, to be experienced in advance. Children's book writers have taken up the theme with enthusiasm; *When the Wind Blows*, not originally published for children, was taken up by them with similar enthusiasm. Later it became a radio and stage play for adults and now Raymond Briggs' strip picture book has been made into an animated film. If post-nuclear holocaust art is to be other than gloomy, masochistic fantasy, it must have a warning tone: the writer/painter/poet sees beyond the sophistry of politicians and attempts to marshal the common sense, the will to survive, of the ordinary, apparently, powerless citizen. *When the Wind Blows* (in all its manifestations) comes over as, above all, an indictment of the pathetically inadequate preparations of Authority for those who have no right to a place in a nuclear bunker.

The tension between the form of the book - "strip" - normally goes with "comic", especially in England and there are indeed plenty of ironic jokes - and its subject matter had much to do with its notoriety. Jim and Hilda, the protagonists, are simple innocents - he spouting clichés and obeying the *Protect and Survive* instructions to the letter (except where they conflict) and she fussing about clean shirts and



cushions in the face of obliteration. In the book the effect is poignant: these creatures are as helpless as children - Jim even resembles a baby with his unwrinkled, pudgy face and bald pate - and they represent the helplessness of us all, whatever our education or experience, if the Unthinkable were to happen.

The film, which is technically excellent, preserves all the main elements, but the effect is different. Jim and Hilda - fine in their tiny pictures - now look uncharacterized. All the personality is in their voices - finely done, however, with the right degree of respectable gentility - by John Mills and Peggy Ashcroft. Book and film show risible courage based on a Churchillian insistence on the indomitable British spirit and nostalgia for the last

war which seems to have become a cosy affair in folk memory. But it is more difficult to laugh in the cinema, and it is more difficult to cry for them too. This gentle, sad humour of unquestioning obedience to nameless Authority, the ludicrous refusal to believe that the worst has happened, become, in the more emphatic style of film, not so much touching as irritating.

The most moving moment is the dedication at the end of the (very long) credits to the future of a list of children born during the making of the film. At least one person had to leave during the making of *When the Wind Blows*, depressed by the subject; the dedication joins us back to the real world in which our loved ones too are at risk. *When the Wind Blows* is a fine, sensitive, and moving work. Heather Neill

## Television

## Sharp vs rounded

Education Extra, a new weekly series from Channel 4 (from February 2), started unimaginatively with reports on student grants and selection. The first item brought together George Walden, Minister for Higher Education, and Vicky Phillips, President of the NUS, to debate the level of student grants and the alternative of loans, adding little to what had already been said about these topics elsewhere.

To cover the well-trodden ground of selection, *Education Extra* went to Northern Ireland where the 11-plus survives in the form of a "transfer test". Dr James Kincaid is head of the Methodist College in Belfast, a selective school. Sister Genevieve is head of Saint Louise's Comprehensive. Not surprisingly, they offered opposing points of view, but the interviews and the commentary were remarkable chiefly for their lack of reasoned argument on either side and their rehearsal, in its place, of the ready-made categories which guide most political debate on educational issues.

Sister Genevieve saw the aim of education as developing "a rounded personality", while Dr Kincaid wanted to "sharpen the intellect". Sister Genevieve believed that a grammar school is "a hothouse", and the camera duly showed an art class from the Methodist College drawing in a hothouse at the Botanical Gardens, only to modify the literal rendering of Sister Genevieve's metaphor with a note that art is taking its place in the curriculum of such schools beside more "academic" disciplines. Dr Kincaid dismissed improved rates of CSE passes: "Mickey Mouse subjects."

In this mythical universe, where sharp intellects confront rounded personalities, it was possible to accept Dr Kincaid's final assertion that Northern Ireland schools were "oases of calm and peace" in a disruptive environment, instead of dismissing it as specious and more appropriate to the level of a party political broadcast than to serious appraisal of the merits of selective education.

Is this the moment to assess the Labour Party ambition to create a million jobs within two years of taking office? Labour spokesman John Prescott appeared on *Weekend World* (ITV, February 8) with an interim report and accused Matthew Parris of treating it as a completed set of proposals. That led to some acrimonious discussion about whether the programme was well-timed and, while it was fun to watch the two of them having a go at each other, it added little to the introduction which had very clearly spelled out the various problems involved in making "real" jobs. In Port Talbot, meanwhile, the unemployed were no doubt hurrying down

to the beach with their umbrellas. First Tuesday (ITV, February 9), voted its second part to a documentary on the growing popularity of the disco, and the alternative of the disco to do but ride the waves and dance of Hawaii. If you have ever been to Port Talbot, you will know how poignant an image that is.

There was plenty of work in the Fifties. To capture the ambience of the office, you went on holiday to the kind of seaside boarding house depicted in Michael Palin's *Not a Penny Do* (BBC2, February 1). Answering to the author, the boring blonde drama were autobiographical: the glamour and excitement were there. There were particularly gruesome performances by John Nettleton as the father and Joan Sanderson as the landlady; the alternative of a week's Southwold with either of these characters would sell package tours to Port Talbot.

"The best comedy comes out of pain," Patti tells her partner in *Up Line* (Channel 4, February 4), a four-part serial set in the music Eighties and featuring a taxidermist who is rapidly losing *The Knowledge* and a film director called John Pasolini. By the end a story was emerging, to do with pyramid sales, but it seemed unlikely to justify its pain.

Philo Bregstein's documentary *Pasolini* (Pier Paolo), *Where the Truth Shall Die* (Channel 4, February 4) suffered from uncertainty about how much to tell its viewers. At the start, it promised a solution to the mystery of Pasolini's murder, but was soon submerged in the past biography considered necessary for an uninformed audience. The result was not satisfying either as a study of the director's films or as an investigation of the circumstances surrounding his death.

Another conspiracy theory was used, more enterprisingly, to explore the celebrated rivalry of Hollywood gossip columnists Louella Parsons and Hedda Hopper in the television series *Matter in Wonderland* (BBC2, February 3). In their heyday, this unworldly pair (played with convincing wickedness by Elizabeth Taylor and Jane Alexander) made, and more often damaged, Hollywood reputations and marriages in their dedication to the art of making each other. Was the rivalry just another story, countered by just another story, countered by just another story? In that mythical universe which they did so much to create, it could easily be.

## SOUNDINGS

"An exacting discipline... not a soft option... demands ruthless self-criticism and a willingness to redraft..." Thus Kenneth Baker, speaking of creative writing at a recent gathering to mark the Arvon Foundation's appeal for funds. The Minister's rousing words perfectly fitted the occasion: Arvon has acted as the umbrella for many hundreds of creative tutorials administered by top practitioners for the benefit of serious apprentices.

The National Literature Initiative is

## No smoke

Top Banana, a rising young people's theatre company based in South Manchester, is touring the North West with a lively entertainment, *The Smokebusters' Show*, which is sponsored by the North West Area Health Authority. It's a participatory game-show for 9 to 13-year-olds - and aims to persuade them to say no to that cigarette.

Two teams share in the performance of a few brief scenes and then answer questions on the history of smoking. The second part is distinctly more gory, but the action takes on the slapstick flavour of a cartoon comic book. A hardened smoker has his

innards investigated by a team of surgeons with yellow rubber gloves. They toss his lungs and heart in a ball and pull off one of his legs by mistake. Nevertheless, when his lungs are squeezed out, the surgeon pressed by the young audience to with was entirely proper. Finally, some of the social consequences of smoking are spelled out in further dramatic episodes, but it is a success dependent on the quality of the follow-up work, which a series of initiatives through a series of workshops after each performance.

Judy Mawson

## RESOURCES

Lights flash, faders slide and pan controls rotate...

## After tempo

Hybrid Music 5000 Synthesizer  
£140 + VAT  
Music 500 Upgrade Pack £60 + VAT  
Demonstration tape £2.57 + VAT  
Hybrid Technology Ltd, Unit 3,  
Robert Davies Court, Nuffield Road,  
Cambridge CB4 1TP.

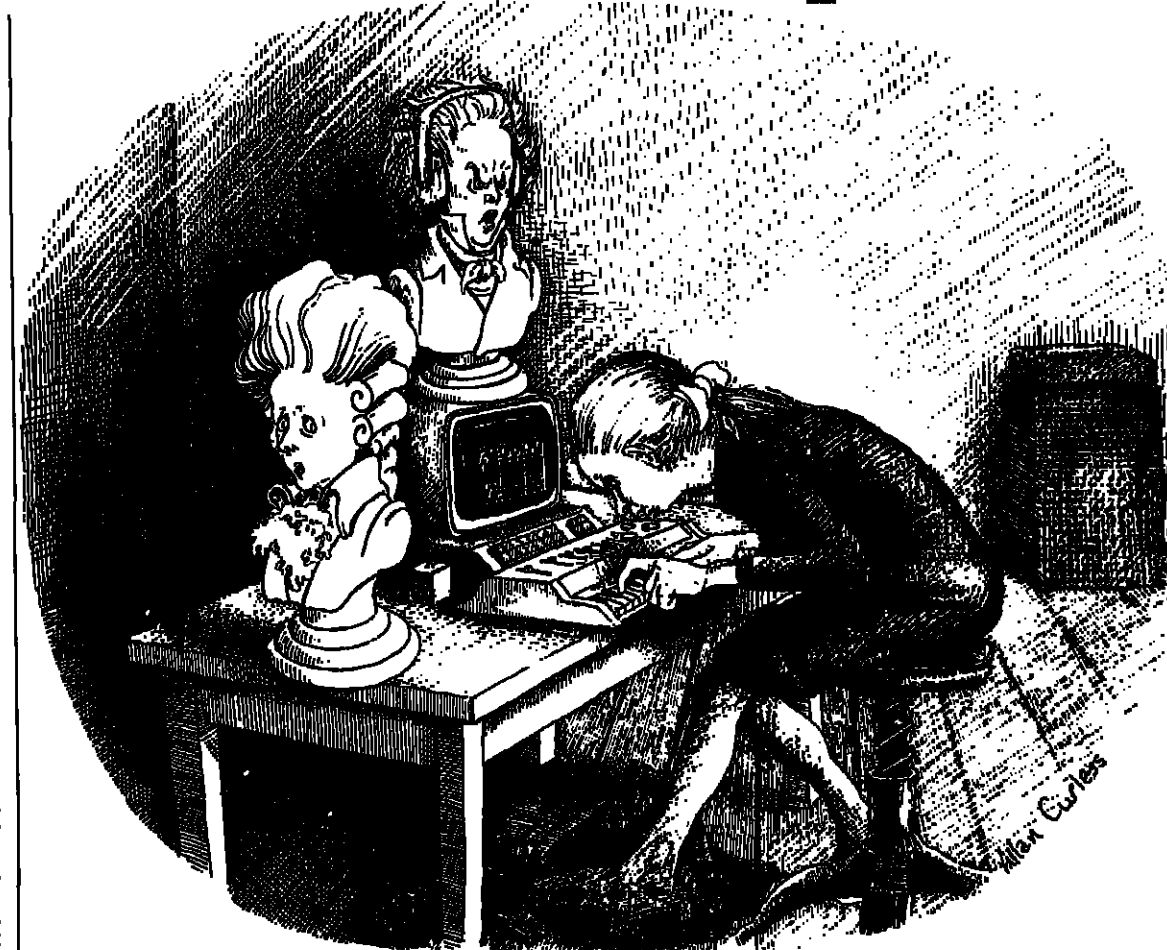
The Hybrid Music 5000 is a tremendous improvement on its predecessor, the Music 500. For a computer programmer with a good knowledge of music, Music 500 was accessible. However, those without this background were hindered by the software and the poor instruction manual. The new synthesizer unit looks very much like the earlier product. In fact, the only difference is that it is compatible with most BBC computers, including the Master 128. Externally, it is a metal box about the size of a single drive with no controls other than a power switch. A ribbon cable links it to the computer and a lift lead (not supplied) connects the sound output to a stereo amplifier.

It is the software - *AMPLE Nucleus ROM* and *Studio 5000* disc - that makes the 5000 so much better. This new software and the user guide are available as an upgrade pack for current Music 500 users, although a 500 cannot be made to work with a previously incompatible BBC computer.

Now the process of entering music, selecting and defining instruments, putting musical sections together and producing a final mixed arrangement has become an attractive proposition. Essentially, final pieces sound much as made with the Music 500. The improved software and user guide simply make it easier to get to the end of the process.

On entering *Studio 5000* a Main Menu gives directions to a range of facilities. When using the system for the first time, the Mixing Desk option can be chosen and a demonstration piece loaded. As the music plays, the operator can adjust volume levels of instruments, change instruments, transpose, pass, advance one beat at a time, fast forward, alter tempo, pan from speaker to speaker. The representation of the mixing desk is superb: lights flash, faders slide and pan controls rotate as changes are made.

Musical parts are written in standard musical notation with Staff Editor or in AMPLE notation with Notepad. With Staff Editor, treble and bass clefs are inserted, along with key and time signatures. A note is introduced by pressing the Return key. It is moved to the appropriate line and its time value is defined using the cursor keys. Instructions such as tempo change and dynamics are typed in above the staff. Music is audibly transposed by inserting the semitone shift required above the staff.



standard key signatures or by inserting key signatures throughout a part. The part can be played back and corrected. A copy facility is useful for repeating the same sequence of notes, but repeats of the whole section are achieved at a later stage. This part is stored and another part or section of music entered.

Music entered with Staff Editor can be called up in Notepad. This is a good illustration of how AMPLE notation relates to conventionally-scored music. Notes appear as lower-case letters when the pitch is lower than the previous note and as capitals when the

pitch moves up. Numbers define time values and registers. Chord notes appear in brackets after the main note.

Parts written in Notepad can be transferred to Staff Editor. However, the real value of AMPLE notation is that it gives the advanced user the power and flexibility to use the system to its limits.

When all parts and sections have been written, Notepad is used to structure the music so that parts play together in a particular order. The Mixing Desk sets up instruments - up to eight - and the whole piece can be heard. Musical parts, the run order and mix are stored together as the final piece.

Fourteen instruments are included, but any number can be constructed in Notepad. These are made from 14 waveforms and 34 amplitude and pitch envelopes. The manual gives a list of 25 additional instruments that can be typed in and stored. Drum sounds enable percussion parts to be incorporated, scored in Staff Editor or Notepad.

Once a simple piece has been completed and the demonstration pieces scrutinized, it is apparent that very sophisticated music is possible. Echo, autopan - where an instrument moves from speaker to speaker in one of seven locations - and pitch slides can be introduced. Different mixes could be used throughout a piece so that changes are automatically made as the music plays.

Music 5000 is the start of a system. Hybrid are to release a four-octave music keyboard to input notes. It will also allow the unit to be played as a keyboard synthesizer. An amplifier-speaker unit will mean that the computer set-up does not need to be located near to a hi-fi system. The amplifier will have a headphone facility. A MIDI interface is also to be introduced.

Music entered with Staff Editor can be called up in Notepad. This is a good illustration of how AMPLE notation relates to conventionally-scored music. Notes appear as lower-case letters when the pitch is lower than the previous note and as capitals when the

pitch moves up. Numbers define time values and registers. Chord notes appear in brackets after the main note.

Parts written in Notepad can be transferred to Staff Editor. However, the real value of AMPLE notation is that it gives the advanced user the power and flexibility to use the system to its limits.

When all parts and sections have been written, Notepad is used to structure the music so that parts play together in a particular order. The Mixing Desk sets up instruments - up to eight - and the whole piece can be heard. Musical parts, the run order and mix are stored together as the final piece.

Fourteen instruments are included, but any number can be constructed in Notepad. These are made from 14 waveforms and 34 amplitude and pitch envelopes. The manual gives a list of 25 additional instruments that can be typed in and stored. Drum sounds enable percussion parts to be incorporated, scored in Staff Editor or Notepad.

Once a simple piece has been completed and the demonstration pieces scrutinized, it is apparent that very sophisticated music is possible. Echo, autopan - where an instrument moves from speaker to speaker in one of seven locations - and pitch slides can be introduced. Different mixes could be used throughout a piece so that changes are automatically made as the music plays.

Music 5000 is the start of a system. Hybrid are to release a four-octave music keyboard to input notes. It will also allow the unit to be played as a keyboard synthesizer. An amplifier-speaker unit will mean that the computer set-up does not need to be located near to a hi-fi system. The amplifier will have a headphone facility. A MIDI interface is also to be introduced.

Music entered with Staff Editor can be called up in Notepad. This is a good illustration of how AMPLE notation relates to conventionally-scored music. Notes appear as lower-case letters when the pitch is lower than the previous note and as capitals when the

pitch moves up. Numbers define time values and registers. Chord notes appear in brackets after the main note.

Parts written in Notepad can be transferred to Staff Editor. However, the real value of AMPLE notation is that it gives the advanced user the power and flexibility to use the system to its limits.

When all parts and sections have been written, Notepad is used to structure the music so that parts play together in a particular order. The Mixing Desk sets up instruments - up to eight - and the whole piece can be heard. Musical parts, the run order and mix are stored together as the final piece.

Fourteen instruments are included, but any number can be constructed in Notepad. These are made from 14 waveforms and 34 amplitude and pitch envelopes. The manual gives a list of 25 additional instruments that can be typed in and stored. Drum sounds enable percussion parts to be incorporated, scored in Staff Editor or Notepad.

Once a simple piece has been completed and the demonstration pieces scrutinized, it is apparent that very sophisticated music is possible. Echo, autopan - where an instrument moves from speaker to speaker in one of seven locations - and pitch slides can be introduced. Different mixes could be used throughout a piece so that changes are automatically made as the music plays.

Music 5000 is the start of a system. Hybrid are to release a four-octave music keyboard to input notes. It will also allow the unit to be played as a keyboard synthesizer. An amplifier-speaker unit will mean that the computer set-up does not need to be located near to a hi-fi system. The amplifier will have a headphone facility. A MIDI interface is also to be introduced.

Music entered with Staff Editor can be called up in Notepad. This is a good illustration of how AMPLE notation relates to conventionally-scored music. Notes appear as lower-case letters when the pitch is lower than the previous note and as capitals when the

Martin Walley

## Bearing gifts

You, Your School and the World Outside  
Secondary School Resource Pack  
The Home in Your Community  
Primary School Resource Pack  
Free from local branch managers of the Leeds Permanent Building Society

Should teachers beware the Leeds Permanent and its bearing of gifts? Probably not, especially since school budgets are so tight. The rather obvious references to building societies may be overlooked, especially as the teaching material is so valuable. These packs consist of glossy work-

cards written by teachers. The secondary pack is not aimed at specific age groups or subjects, but will prove useful supplementary matter for many social studies, TVEI, economic awareness and life skills classes.

The five sections are savings/investment, spending, housing, business and government (housing is the odd one out). The worksheets are entertaining and provide a variety of learning activities, including data response, simulations, role plays and games. Background notes will help non-specialist teachers. The contents will also meet some of Industry Partnership's objectives: for example, advice is given on setting up a school mini-enterprise.

The primary pack also has five sections: Land and Your Community and four aspects of housing - capital raising, interior design and planning, building and marketing. The aim is to provide a cross-curricular thematic approach to the subject. Rather than

supply a "teacher-proof" project, the pack provides a series of linked ideas for teachers to sample, modify and select as appropriate. Lots of suggestions for practical work are included, as are "further ideas for busy teachers". The author, a practising primary teacher, emphasizes the importance of developing pupils' skills, concepts, attitudes and values. Many of the worksheets are open-ended and permit the use of problem-solving techniques.

These packs are definitely worth obtaining. The secondary one in particular contains some of the best business-sponsored material I have seen. It is recommended that they are circulated to relevant staff before they are divided up or multiple sets ordered. The effective dissemination of such materials is crucial if they are not to languish on a dusty shelf in a staffroom corner.

David J Whitehead

## notes

TELEVISION AND CHILDREN  
Television is the subject of two events being organized within the next month by the British Film Institute's Education Department.

The first is a major conference in London, on February 25 and 26 - "Television and the Family: A New Agenda". The conference organizers, the British Film Institute and the London Institute of Education, have keen to attract parents as

well as teachers, broadcasters and young people. Subjects will include the "effects" of television and video on children, the accountability of programme makers and ways in which parents and teachers can use TV with the young. An accompanying book, "Parents Talking Television", is being published by Comedia, price £3.95.

The conference will be held at the Logan Hall, Institute of Education, 20 Bedford Way, London WC1H 0AL. The fee is £15 (£12 for the unwaged/ students). Applications to BFI Education, British Film Institute, 81 Dean Street, London W1V 6AA (tel: 01-437 4355).

The second event, aimed at teachers, is the annual BFI Easter School, which will look at media education in the

primary school and investigate certified courses like GCSE. There will also be a chance to try practical work with video and photography.

This is a five-day residential course at Christ Church College, Canterbury, Kent, from April 10-15. The fee is £210, and there are vacancies for primary teachers

SCIENTIFIC CALCULATOR  
The FX580 is a new scientific calculator with 180 built-in scientific functions in addition to the usual logs, trig, hyperbolics and fractions plus statistics and logical operations. It is powered by lithium batteries which last 16 weeks with normal use. It costs £27.95 from A.D. Marton, Casio Electronics Ltd, Unit Six, 1000 North Circular Road, London NW2.

## nuclear energy 'starter' pack

Atoms, Energy and Electricity, a teaching resource pack developed in consultation with teachers for use with children in the 9-13 age group, is now available from the UK Atomic Energy Authority.

The new 'starter' pack contains three worksheets, 10 copies of each of four booklets, four pupil worksheets and teachers' notes.

Using simple, straightforward language and profuse, full colour illustrations, the pack deals with such topics as the structure of the atom, the way a nuclear power station works, and radiation.

The pack costs £13 inclusive of VAT, postage and packing. To obtain a copy please use the order slip below, enclosing payment by cheque or postal order. Payment refunded on return of goods undamaged if not satisfied.

To UKAEA Education Service, PO Box 10, Wetherby, West Yorkshire LS23 7EH.  
Please supply the Atoms, Energy and Electricity teaching pack. Payment of £13 enclosed.

NAME \_\_\_\_\_  
ESTABLISHMENT \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
POSTCODE \_\_\_\_\_ SIGNED \_\_\_\_\_



## MEDIA

# Computer speak

Hugh David gets bugged by the latest children's drama serial to flicker across our screens

**CHILDREN'S TELEVISION**  
Dead Entry  
BBC1, Wednesdays 5.05pm.

"Dead Entry" must be computer-speak for something. But in relation to a new children's drama serial adults should take it to mean no through road. It is as if the serial is one of those cutesy-de-sac with a fence through which only the scrawniest 12-year-old can scramble. I certainly couldn't, and an equally slim BBC executive involved in the production admitted that even he'd had to read the scripts twice before he grasped what was happening.

It isn't that *Dead Entry* is modishly youth-oriented, like Channel 4's *Chari Show*, or in the slightest bit childish. Each of the three episodes packs in more plot than most adult thrillers, but in such a fragmented way that adult audiences will be left feeling blank and stupid.

It doesn't help that computers seem to be at the root of everything. Fifteen-year-old Charlie Armstrong, the central character, finds that a "hacker" is breaking into his system even before he becomes involved in the story's convoluted web of espionage and counter-espionage. There is no saying who's responsible, since at the outset it

appears that the whole of Bristol is bugged, bugging someone else or staring at a flickering green screen.

Down at Avonmouth Docks a businessman is fitting out a vessel to undertake research into acid rainfall in the Baltic. But he and his crew are not the only ones interested in the "Sea Shepherd". A diver is killed while making an underwater inspection, and sinister men in lightweight suits are also nosing around. Charlie and his cousin Melissa, who works in the inevitably computerized newsroom of the *Bristol Evening Post*, are soon drawn into a game of international hide-and-seek, with the intelligence services of both East and West showing an unusual interest in ecological matters.

That's how it seems after what the author, Allan Baker, calls "File One". It's fast-paced and glossily professional and would be completely engrossing were it not for some very stilted dialogue. Even the baddies swap epigrams, while Charlie and his friend Daniel communicate in terse one-liners. Worst of all, however, is Richard Avery, the businessman, who in the middle of a conversation said "You can't reschedule a seal dying of cadmium poisoning". Even the peremptory commands which flash across Charlie's computer screen are preferable to that.



From left to right: Daniel (Rhett Keen), Melissa (Lee-Ann McLaughlin) and Charlie (Duncan Balzley)

## Catalogue of inequity

Victoria Neumark reviews a series on the changing roles of women

**ADULT EDUCATION**  
A Woman's World  
ITV Thames, Mondays 12.30pm.

"A woman walks. She fetches wood, carries water. She walks across the desert, across the rocks, across the stones. She is bringing water for her family, she has been carrying it for ages — and she has not yet put it down. Thus an unknown poet, and these statistics roll; 65 per cent of the world's population, 10 per cent of the income, 10 per cent of the property. Thus Television's new series finely balances passion and objectivity in its look at the changing roles of women today.

As one might expect from Alan Horrocks, maker of many excellent Thames series, such as *Migrant Women*, the perspective is global, with emphasis on the relatively well-off British housewife suffers from "domestic duties" being written off as a "labor of love" instead of a highly skilled managerial task. Whether the series looks at the pressures on a young Bangladeshi girl to marry or a 14-year-old girl in a Somali refugee camp, it keeps to its tone of reasoned discourse sharpened by insights into "real life". This mixture of story and information should make the series very palatable to the 15-plus age group.

The first programme, "Half the World's People", strikes the note of a multiplicity of presenters from Gloria Kinlock and Anna Ford to Beverly Anderson and Helen Asher, each with different professions and cultures. The six sections, on housework, agriculture, industry, health, education and politics, do add up to a staggering catalogue of inequity.

Women grow 50 per cent of the world's food and 75 per cent of Africa's. And when we say "women", that includes girls from five or six, who are doing 75 per cent of the weeding and 65 per cent of the harvesting. Men drive all the tractors — and distribute the world for more weeds to grow. In industry women hold 35 per cent of the jobs, but in work for which they get only 75 per cent of men's wages. Even that old reproach that women are longer is not true in under-developed countries. "We may think it is reasonable that they give birth and justus, but many of them do not survive. Two thirds of the illiterate in the world are women. Four per cent of MPs in this country are female.

On the other hand, I have to admit our spirit. The endless trek for wood and water, hoeing with a baby on the back, extracting from work places which employ them for their docile "amazing self-confidence", snuff keep going. And more than this, the Women Only bank in India, where husbands cannot draw out the money, mothers getting schoolboys to look them their letters, to African women standing up in local meetings — confidence is rising.

It is a long journey and maybe a better until the balance of responsibility for child rearing changes. Helen Asher says that if women are free from the endless worry over the available water, that would be the single greatest step forward. Once that woman has put down her burden, what might she not do?



Gloria Kinlock, one of the presenters of 'Half the World's People'

## Proper speak

Richard Evans listens to a series to help young people with public speaking

**SCHOOL RADIO**  
Help Yourself: Are You Speaking Proper?  
BBC Radio 4  
This series will be repeated next year and will be available through the next BBC order forms.

A mature student I was teaching recently told me that she could not "do anything formal". She was referring to speaking in public and using the telephone. Many otherwise confident people find themselves reduced to incoherence and nervousness when having to speak in formal situations. This series of four units is designed to help people to be coherent on the telephone, speak confidently in public, and to hold their own in a group conversation, as well as giving tips on interview technique.

All the units are lively and amusing, without being patronizing, which is sometimes a problem when dealing with speaking. The "Pick up that phone" scene illustrates the class

catalogue of disasters when a young employee becomes flustered and agitated because of a phone call. Similarly, a misunderstanding at a travel agency ensures a garbled telephone conversation between a French customer and a dithering employee. Some of the dialogues are repeated to show what ideally should have happened.

Another unit, "Groupies", has four young people travelling in a car to a concert. The object of the dialogue, with the help of the accompanying workbook, is to work out how or why each person makes a remark. This can then develop into group discussion work to solve different problems in different ways. The workbook explains the "methodical approach" speaking clearly, getting to the point and not blocking other people's ideas.

This series ought to be of help to a wide audience of varying ages. It is versatile enough to be used by the listener individually, to be a stimulus for group work and a basis for role-play. Not least, it could fill in those dull moments at bus stops or travelling to work, for those with a walkman!

## briefings radio & tv

For schools

**VOIX DE FRANCE**  
NBI (Monday-Friday, 00.30 VHF4)

This term's programmes for A-level students feature business studies, the relations between France and her former colonies in Africa and Indo-China as well as introductions to Racine, Lamartine, Voltaire and Musset.

**CHILD CARE AND PARENTHOOD**  
(Tuesday, 11.57 BBC2)  
How can children be helped to fend for themselves? This programme for 14-plus students, shows how to prepare small children for the first day at school; a visit to the dentist and a stay in hospital.

**THE ENGLISH PROGRAMME**  
(Wednesday, 10.33 ITV)  
An introduction by Professor Raymond Williams precedes this specially-commissioned production of Brecht's "The Caucasian Circle". Included is the short scene written to provide a 20th-century parallel to the main part of the play.

**JUNIOR DRAMA WORKSHOP**  
(Wednesday, 11.20 VHF4)  
"The Plague Village" is a three-part unit centred on the effects of the Great Plague on the village of Eyam. Here nine to 11-year-olds are encouraged to imagine what it was like in the village before the plague came in a box from London.

**THINKABOUT**  
(Wed 14.00, Thurs 11.00 BBC2)  
What is communication? Does it have to include words? Five to seven-year-olds move on from simple codes like banging on pipes for attention to an ingenious invention with a hoespipe and two tunnels.

**THE CHINA PROJECT**  
This special project comes to an end with three programmes. In *First Steps In Drama* (Thursday, 9.55 VHF4) Professor Moonbright is rescued by the children of the Golden Willow Gang. Will they return to school or find more adventures? *Living Language* (Thursday, 14.20 VHF4) ends with the problems of Chen Oling, whose magic gourd brings him everything he wishes for, regardless of the consequences, and *Earth Search* (Friday, 11.00 VHF4) investigates Chinese special occasions and festivals, including "The Day of the Dead" and looks at the significance of kites. Programmes from the China Project will be repeated during the week beginning April 6.

**WAVELENGTH**  
(Thursday, 11.30 VHF4)  
"Turn it Up" features young musicians and bands who play music for pleasure. Also sees the launch of the competition for a new signature tune for "Wavelength Plus" which begins in September.

**Continuing education and general interest**

**PIONEERS OF SOCIALISM**  
(Saturday, 20.15 C4)  
Karl Hardie and Ramsay MacDonald are among the famous pioneers of the Labour Movement featured in this drama-documentary series.

**THE FUTURE OF WORK**  
(Sunday, 16.00 VHF4)  
Explores new styles of working which may become the norm. Includes job-sharing, workers' co-operatives and semi-voluntary work, suggesting that more leisure time may take the place of higher pay.

**WAITING FOR THE NEW WAVE**  
(Sunday, 17.30 R3)  
Gerard Gould goes to Paris to search for playwrights to succeed Ionesco, Beckett and Anouilh. Investigates the reasons for an apparent dearth of new authors.

## Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

### Appointments vacant

English	54	Art and Design	63	Science	71
Geography	55	Careers	63	Other than by Subjects	71
History	55	Classics	63		
Home Economics	55	Commercial Subjects	63	Colleges of Further Education	
Humanities	55	Computer Studies	64	Directors and Principals	72
Mathematics	55	Craft Design & Technology	64	Heads of Department	72
Modern Languages	56	Economics & Business Studies	64	Other Appointments	72
Music	57		64		
Pastoral	58	Geography	65	Polytechnics	
Physical Education	58	History	65	Other Appointments	76
Religious Education	58	Home Economics	66		
Science	59	Mathematics	66	University Appointments	76
Speech and Drama	60	Modern Languages	67		
Technology	60	Music	67	Research Posts	75
Other than by Subjects	60	Pastoral	67		
		Physical Education	68	Fellowships, Studentships and Research Awards	75
		Religious Education	68		
		Science	68	Service Colleges	60
		Social Studies	69		
		Speech and Drama	69	Colleges of Higher Education	
		Technology	69	Other Appointments	75
		Other than by Subjects	69		
				Adult Education	76
				Youth and Community Service	76
				Overseas Appointments	77
				Administration	80
				Local Education Authority	81
				Administration General	81

### Nursery Education

**Headships**

**BERKSHIRE**  
ROYAL COUNTY OF BERKSHIRE  
NURSERY SCHOOL  
LEA NURSERY SCHOOL  
Weymouth Road, Slough SL1 1JW  
Applications are invited from suitably qualified and experienced teachers to whom applications should be made as soon as possible. (48285) 10006

### Other Appointments

**BOLTON**  
METROPOLITAN BOROUGH OF BOLTON  
CHABONT C.P. SCHOOL  
Chabont Street, Bolton BL1 1JW  
SCALE 1 NURSERY  
Required from 27.4.87 or as soon as possible thereafter to act as a 56 place nursery. Further details available from the Director of Education, Bolton, P.O. Box 53, Bolton BL1 1JW. To whom completed applications should be returned by 28th February 1987. 100026

**NORTH YORKSHIRE**  
HARROGATE DISTRICT  
HARROGATE JUNIOR SCHOOL  
101, The Square, Harrogate  
Applications are invited from suitably qualified and experienced teachers to whom applications should be made as soon as possible. (48285) 100026

**LONDON SE21**  
DULWICH COLLEGE  
PREPARATORY SCHOOL  
NURSERY/KINDERGARTEN  
PARK ROAD, DULWICH  
SE21 2JL  
APPOINTMENT  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

**NOTTINGHAMSHIRE**  
COUNTY COUNCIL  
GLENNBROOK INFANT SCHOOL  
Wigman Road, Ilkeston, Notts. NG11 1JW  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

### Primary School Education

**Headships**

**BEXLEY**  
LONDON BOROUGH OF BEXLEY  
Applications are invited from suitably qualified and experienced teachers to whom applications should be made as soon as possible. (48285) 100026

**BOLTON**  
METROPOLITAN BOROUGH OF BOLTON  
CHABONT C.P. SCHOOL  
Chabont Street, Bolton BL1 1JW  
SCALE 1 NURSERY  
Required from 27.4.87 or as soon as possible thereafter to act as a 56 place nursery. Further details available from the Director of Education, Bolton, P.O. Box 53, Bolton BL1 1JW. To whom completed applications should be returned by 28th February 1987. 100026

**NOTTINGHAMSHIRE**  
COUNTY COUNCIL  
GLENNBROOK INFANT SCHOOL  
Wigman Road, Ilkeston, Notts. NG11 1JW  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

### Primary School Education

**Headships**

**BEXLEY**  
LONDON BOROUGH OF BEXLEY  
Applications are invited from suitably qualified and experienced teachers to whom applications should be made as soon as possible. (48285) 100026

**DORSET**  
PROPOSED CE (AIDED) FIRST SCHOOL  
BISHOP BRIDGMAN C.E. (AIDED) SCHOOL  
Bishop's Cleeve, Shropshire  
Applications are invited for the Headship of a Church of England Voluntary Aided First School for approximately 80 children, to be established in September 1987. Further details and application forms available from the Director of Education and Area, P.O. Box 53, Dorchester, Dorset, DT1 1JW. To whom applications should be made as soon as possible. (48285) 10006

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
WYCOMBE AREA  
EQUALLY OPPORTUNITY EMPLOYER  
STICH WYCOMBE CHURCH OF ENGLAND (AIDED) VOLUNTARY AIDED SCHOOL  
Lockes Park, High Wycombe, Bucks.  
APPOINTMENT  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
WYCOMBE AREA  
EQUALLY OPPORTUNITY EMPLOYER  
STICH WYCOMBE CHURCH OF ENGLAND (AIDED) VOLUNTARY AIDED SCHOOL  
Lockes Park, High Wycombe, Bucks.  
APPOINTMENT  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
WYCOMBE AREA  
EQUALLY OPPORTUNITY EMPLOYER  
STICH WYCOMBE CHURCH OF ENGLAND (AIDED) VOLUNTARY AIDED SCHOOL  
Lockes Park, High Wycombe, Bucks.  
APPOINTMENT  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

**HAMPSHIRE**  
COUNTY COUNCIL  
DORCHESTER DISTRICT  
DORCHESTER JUNIOR SCHOOL  
Dorchester, Dorset  
Applications are invited for the Headship of a Church of England Voluntary Aided First School for approximately 80 children, to be established in September 1987. Further details and application forms available from the Director of Education and Area, P.O. Box 53, Dorchester, Dorset, DT1 1JW. To whom applications should be made as soon as possible. (48285) 10006

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
WYCOMBE AREA  
EQUALLY OPPORTUNITY EMPLOYER  
STICH WYCOMBE CHURCH OF ENGLAND (AIDED) VOLUNTARY AIDED SCHOOL  
Lockes Park, High Wycombe, Bucks.  
APPOINTMENT  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
WYCOMBE AREA  
EQUALLY OPPORTUNITY EMPLOYER  
STICH WYCOMBE CHURCH OF ENGLAND (AIDED) VOLUNTARY AIDED SCHOOL  
Lockes Park, High Wycombe, Bucks.  
APPOINTMENT  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
WYCOMBE AREA  
EQUALLY OPPORTUNITY EMPLOYER  
STICH WYCOMBE CHURCH OF ENGLAND (AIDED) VOLUNTARY AIDED SCHOOL  
Lockes Park, High Wycombe, Bucks.  
APPOINTMENT  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

**SHROPSHIRE**  
EDMUND ST PETERS CATHOLIC PRIMARY SCHOOL  
School Road, Edmundo, Newport, Shropshire TF10 1JL  
Tel: Newport 811768  
Required for Easter 1987. Permanent. Full-time Scale 2 Teacher for Head of Infants.  
Applications are invited from enthusiastic and experienced teachers, ability to offer Music would be an advantage.  
Application forms and details from the Head to be returned by 1 March 1987. (48285) 110010

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
WYCOMBE AREA  
EQUALLY OPPORTUNITY EMPLOYER  
STICH WYCOMBE CHURCH OF ENGLAND (AIDED) VOLUNTARY AIDED SCHOOL  
Lockes Park, High Wycombe, Bucks.  
APPOINTMENT  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
WYCOMBE AREA  
EQUALLY OPPORTUNITY EMPLOYER  
STICH WYCOMBE CHURCH OF ENGLAND (AIDED) VOLUNTARY AIDED SCHOOL  
Lockes Park, High Wycombe, Bucks.  
APPOINTMENT  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
WYCOMBE AREA  
EQUALLY OPPORTUNITY EMPLOYER  
STICH WYCOMBE CHURCH OF ENGLAND (AIDED) VOLUNTARY AIDED SCHOOL  
Lockes Park, High Wycombe, Bucks.  
APPOINTMENT  
Required for the SUMMER leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant teacher with the class teacher. Salary according to Inner London Borough. Further details from the Headmaster, 28 Allington Park, Dulwich Road, SE21 2JL. To whom applications should be made as soon as possible. (48285) 10006

**ilea Inner London Education Authority**

**HEADSHIPS**

Applications are invited from suitably qualified and experienced teachers for the following headships:

**HARGRAVE PARK (JM&I) SCHOOL**  
Hargrave Park, (Junction Road), N16 5JN.  
Vacant 27 April 1987. Roll 240 plus 50 p/t nursery plus 18 partially hearing unit. Burnham group 6 plus inner London allowance plus £20147.5 school priority allowance.

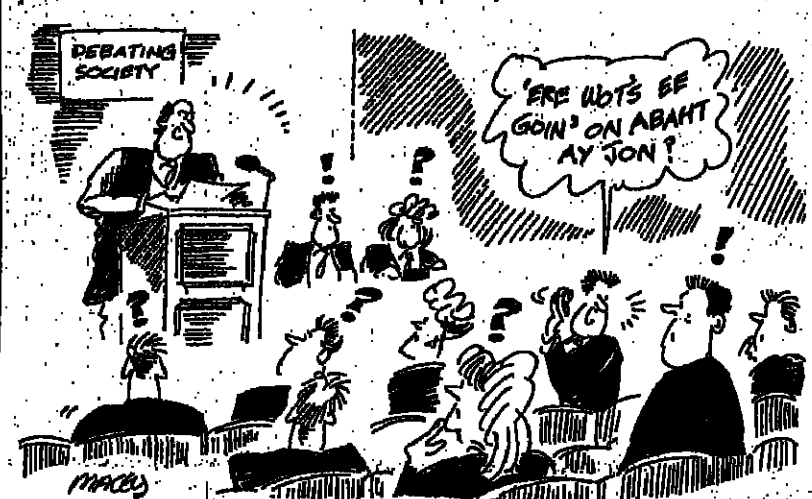
**HAWKSMOOR (JM&I) SCHOOL**  
Burnham Road, SE22  
Vacant now. Roll 288 plus 61 p/t nursery. Burnham group 6 plus inner London allowance. Open plan building.

**ROTHERFIELD (I) SCHOOL**  
Rotherfield Street, (Essex Road), N1 9EE.  
Vacant 27 April 1987. Roll 138 plus 30 p/t nursery. Burnham group 4 plus inner London allowance.

**SURREY SQUARE (I) SCHOOL**  
Surrey Square, (Old Kent Road), SE17 3JY.  
Vacant now. Roll 147 plus 10 p/t and 30 p/t nursery. Burnham group 4 plus inner London allowance.

Please send footcap and application form and further details to: 222/226, Roper Street, County Hall, London SE1 7PB. Closing date for the return of completed forms 27 February 1987.

ilea IS AN EQUAL OPPORTUNITIES EMPLOYER (19816)









## EDUCATION DEPARTMENT

MILL VIEW COUNTY MIDDLE SCHOOL, Norwich  
(Group 4)

## HEAD

Further details and application forms may be obtained by sending a foolscap s.a.e. to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL.

MATTISHALL COUNTY FIRST SCHOOL, Nr. Dereham  
(Group 3)

## DEPUTY HEAD

Further details and application forms may be obtained by sending a foolscap s.a.e. to the Area Education Officer, Area Education Office, Canterbury Way, Thetford IP24 1DA.

Closing date for applications 6th March 1987.

Norfolk County Council

CYNGOR SIR DYFED  
COUNTY COUNCILCYNGOR SIR DYFED  
DYFED COUNTY COUNCIL1A MODEL VOLUNTARY AIDED PRIMARY SCHOOL,  
CARMARTHEN (Group 3) £7,302 - £10,988/11,349

Applications are invited from experienced teachers for the post of ASSISTANT TEACHER (Scale 2) to undertake responsibility for the development of MATHEMATICS and SCIENCE throughout the school and to assist with BOYS' GAMES. Applicants must be able to teach through the medium of English and Welsh and must be practising communicant members of the Church in Wales. One referee must be the applicant's Parish Priest.

Application forms are available on receipt of a stamped addressed envelope from the Area Education Officer, Area Education Office, 1 Penlan Road, Carmarthen to whom they should be returned by 26th February, 1987.

1B YSGOL WIRFODDOL DAN GYMORTH Y MODEL,  
CAERFYRDDIN (Group 3) £7,302 - £10,988/11,349

Gwahoddiwr ceisiodd oddi wrth athrawon proffidiol am awydd ATHRO (Graddfa 2) i fon yn gyfrifol am ddatblygu MATHEMATIG a GWYBODAETH dwy'r ysgol, ac i gynorthwyo gyda CHWARAEON BECHGYN. Rhaid iddo/didi fedru dysgu drwy gyfrifwng y Gymraeg at Sesegeg. Rhaid iddo/didi fod yn aelod gwaeltraddol o'r Eglwys yng Nghymru/Anglicanaidd. Mae'n rhaid i Ofleiddwr Pwy'r yr ymgaisydd fod yn un o'r canolwyr.

Gellir oael ffurfiennol oale ar dderbyn amlen yn dwyn cyfeirdd a stamp oddi wrth y Swyddog Addysg Rhianbarthol, Swyddfa Addysg Ranbarthol, 1 Heol Penlan, Caerfyrddin. Ceisioddau i'w dychweidd erbyn 26ain Chwefror, 1987.

2. ALBION SQUARE C.P. INFANT'S SCHOOL, PEMBROKE  
DOCK £7,302 - £10,988/11,349

## DEPUTY HEADTEACHER.

The successful applicant will be responsible for the co-ordination and development of either the Infant or the Nursery Department. Candidates should indicate an ability or interest in a specific area of the curriculum.

Application forms are available on receipt of a stamped addressed envelope from the Area Education Officer, St Thomas' Green, Haverfordwest to whom they should be returned by 26th February, 1987.

## PRIMARY HEADSHIPS

continued

SOMERSET  
COUNTY COUNCIL  
For various Primary Headship  
please see under the Somerset  
Composite advertisement on  
Page 57, (48222) 110010

## WARWICKSHIRE

ST. GREGORY'S R.C.  
(VOLUNTARY AIDED)  
JUNIOR INFANT  
SCHOOL  
Avenue Road, Stratford-upon-Avon  
Group 4. (N.O.P. 199)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD of this school. The appointment will be from 1st September 1987. Applicants must be practising Roman Catholics and the successful applicant will be required to accept the terms of the C.E.C. contract.

Application form and further details are available from the Reverend P. Binott, St. Gregory's, St. Gregory's Road, Stratford-upon-Avon, to whom they should be returned by Monday, 2nd March.

Warwickshire is an equal opportunity employer. (48244) 110010

## WIRRAL

METROPOLITAN  
BOROUGH OF WIRRAL  
CASTLEWAY PRIMARY  
SCHOOL  
Castlemore, Wirral L46 1RN

Required for 1st September 1987 HEAD of this school. The school has a double class (Hearing Impaired Unit).

Application forms and further details are available from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L15 6NH, on receipt of S.A.E. to whom they should be returned by 26th February 1987. (48510) 110010

SURREY  
COUNTY COUNCIL\* FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County  
\* Temporary housing may be available  
\* Generous relocation expenses in approved cases

## DEPUTY HEADSHIPS

RAVENSCOTE COUNTY MIDDLE SCHOOL,  
Old Bisleigh Road, Camberley GU16 5RE  
(NOR 548)

DEPUTY HEADTEACHER required from September 1987 for this Group 7 School which caters for pupils aged 8-12 years. Salary Scale: £12,426-£13,676 per annum.

RE-ADVERTISEMENT: Previous applicants will be considered and need not re-apply.

ST PAUL'S C/E (CONTROLLED) FIRST AND MIDDLE SCHOOL,  
School Lane, Addlestone, Weybridge, Surrey  
(Estimated NOR September 1987 - 384)

DEPUTY HEADTEACHER required from September 1987 for this new Group 5 First and Middle School for pupils aged 5-12 years. The School will open in September 1987 following the closure of St Paul's C/E (Controlled) First School and the reorganisation of St Paul's C/E (Controlled) Middle School. Salary Scale: £10,308-£12,846 per annum.

THE MARIST R/C FIRST SCHOOL  
(VOLUNTARY AIDED)  
Old Woking Road, West Byfleet, Weybridge  
KT14 6HS  
(NOR 202)

DEPUTY HEADTEACHER required for September 1987 for this Group 4 First School for pupils aged 5-8 years. Applications are invited from suitably qualified and experienced teachers who are practising Catholics.

Salary Scale: £9,252-£12,000 per annum.  
Application form and details from the North West Area Education Office, 5 Heathside Road, Woking, GU22 7EU. (S.A.E. please) Closing date: 8th March 1987.ST FRANCIS R/C FIRST SCHOOL  
(VOLUNTARY AIDED)  
Pembroke Road, Woking GU22 7DY  
(NOR 230)

DEPUTY HEADTEACHER required from September 1987 for this Group 4 First School for pupils aged 5-8 years. Applications are invited from suitably qualified and experienced teachers who are practising Catholics.

Salary Scale: £9,252-£12,000 per annum.  
Application form and further details from the Headmaster, Tel: Woking 73704. Closing date: 8th March 1987.Deputy Headships  
Second Masters/  
Mistresses

## AVON COUNTY

CHRISTCHURCH  
Royal Park, Clifton, Bristol  
B8 7JL. Tel: 0274 350000.  
1987 Deputy Head (Group 5).  
An experienced teacher to join a dedicated and enthusiastic team to be responsible for the school's curriculum co-ordination.  
Further details from and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, enclosing an application form available from the Headmaster, S.A.E. please, to the Education Officer, Equal Opportunities Employer. (48444) 110012

## BEDFORDSHIRE

DALLO JUNIOR SCHOOL,  
Dalloy, Bedford, Luton, Beds.  
Tel: 238355  
Required for September 1987, a Deputy Head Group 5 + SFA. Application forms available from the Education Officer, The Headmaster, S.A.E. please, to the Education Officer, Equal Opportunities Employer. (48444) 110012

## BEXLEY

LONDON BOROUGH  
RE-ADVERTISEMENT  
ST. AUGUSTINE'S J.M.  
SCHOOL  
Belvedere DA17 5HP  
Tel: 01-311 2556  
Deputy Head Teacher for this Group 5 School required for September 1987. Applications are invited from suitably qualified and experienced teachers. Please state particular interests. Application forms and further details available from the Education Officer for Schools (T.A.), Town Hall, Crayford, Kent DA1 4EN. (48560) 110012

## BUCKINGHAMSHIRE

COUNTY COUNCIL  
WYCOMBE AREA  
EDUCATION  
MICKLEFIELD COUNTY  
COUNCIL  
High Wycombe  
Tel: 0494 232323  
Deputy Headteacher required for September 1987 for this Group 5 Combined School. Application forms and further details available from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks. Closing date 26th February 1987. (48892) 110012

## BUCKINGHAMSHIRE

COUNTY COUNCIL  
EQUAL OPPORTUNITY EMPLOYER  
WILLIAM HARDING  
COUNTY MIDDLE SCHOOL  
Hazelhurst Drive, Aylesbury,  
Bucks. HP21 7TJ  
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD, from September 1987.  
Group 4.  
Pupils: Roll: 183 pupils aged 5-11.  
Assistance with removal expenses is given in approved cases.  
Application form and further details (s.a.e.) from and to be returned to, Education Officer, Aylesbury Vn. Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1JH. Closing Date: 27 February 1987. (48893) 110012

## BUCKINGHAMSHIRE

COUNTY COUNCIL  
WYCOMBE AREA  
EDUCATION  
MICKLEFIELD COUNTY  
COUNCIL  
High Wycombe  
Tel: 0494 232323  
Deputy Headteacher required for September 1987 for this Group 5 Combined School. Application forms and further details available from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks. Closing date 26th February 1987. (48893) 110012

## CAMBRIDGESHIRE

COUNTY COUNCIL  
(EQUAL OPPORTUNITY  
EMPLOYER)  
FULBRIGHT COUNTY  
COUNCIL  
Keston Road,  
Peterborough PE1 3JQ  
Tel: Peterborough 65990  
Head Teacher: Mrs. M. Ashby  
Roll: 443  
Required for September, 1987 or sooner if possible.  
Deputy Head Teacher for this Group 4 Infant and Nursery School.  
Applicants should have wide experience across the Primary range 3-11 and well proven classroom ability. They should be ambitious and prepared to offer a positive lead in curriculum development and school management.  
Possible housing assistance.  
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 8th March 1987. (48150) 110012

## CAMBRIDGESHIRE

COUNTY COUNCIL  
HAMPSTEAD  
CHALK RIDGE COUNTY  
COUNCIL  
Bullfinch Road, Great-Bennington, Bedfordshire  
GROUP 5 DEPUTY  
HEADTEACHER  
Deputy Headteacher, Buntingford, Cambs. CB11 3JL. Tel: 0438 541111. The County Council is a policy of equality of opportunity. Applicants are particularly welcome from those with disabilities. (38780) 110012

## CAMBRIDGESHIRE

COUNTY COUNCIL  
FORTY HILL C.E. PRIMARY SCHOOL,  
Forty Hill, Enfield EN2 9EY.  
Group 3. Roll 134.

## DEPUTY HEAD

required for Easter 1987.

Enthusiastic, lively teacher with experience throughout the primary age range.

Committed Christian essential.

Visit to the School welcome by prior appointment. Telephone No. 01-383 0760.

London Allowance, £726. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms and details (large SAE) obtainable from Education Department, Establishment Section, P.O. Box 68, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date 20th February 1987.

London Borough of

Enfield

An Equal Opportunity Employer

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

## CAMBRIDGESHIRE

COUNTY COUNCIL  
SCHOOL  
Cly Street, Soham, Cambs. CB11 1JY  
Required for September 1987, a Deputy Head Group 4. Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD, from September 1987.  
Group 4.  
Pupils: Roll: 183 pupils aged 5-11.  
Assistance with removal expenses is given in approved cases.  
Application form and further details (s.a.e.) from and to be returned to, Education Officer, Aylesbury Vn. Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1JH. Closing Date: 27 February 1987. (48893) 110012

## CAMBRIDGESHIRE

COUNTY COUNCIL  
WYCOMBE AREA  
EDUCATION  
MICKLEFIELD COUNTY  
COUNCIL  
High Wycombe  
Tel: 0494 232323  
Deputy Headteacher required for September 1987 for this Group 5 Combined School. Application forms and further details available from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks. Closing date 26th February 1987. (48893) 110012

## CAMBRIDGESHIRE

COUNTY COUNCIL  
(EQUAL OPPORTUNITY  
EMPLOYER)  
FULBRIGHT COUNTY  
COUNCIL  
Keston Road,  
Peterborough PE1 3JQ  
Tel: Peterborough 65990  
Head Teacher: Mrs. M. Ashby  
Roll: 443  
Required for September, 1987 or sooner if possible.  
Deputy Head Teacher for this Group 4 Infant and Nursery School.  
Applicants should have wide experience across the Primary range 3-11 and well proven classroom ability. They should be ambitious and prepared to offer a positive lead in curriculum development and school management.  
Possible housing assistance.  
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 8th March 1987. (48150) 110012

## CAMBRIDGESHIRE

COUNTY COUNCIL  
HAMPSTEAD  
CHALK RIDGE COUNTY  
COUNCIL  
Bullfinch Road, Great-Bennington, Bedfordshire  
GROUP 5 DEPUTY  
HEADTEACHER  
Deputy Headteacher, Buntingford, Cambs. CB11 3JL. Tel: 0438 541111. The County Council is a policy of equality of opportunity. Applicants are particularly welcome from those with disabilities. (38780) 110012

## CAMBRIDGESHIRE

COUNTY COUNCIL  
FORTY HILL C.E. PRIMARY SCHOOL,  
Forty Hill, Enfield EN2 9EY.  
Group 3. Roll 134.

## DEPUTY HEAD

required for Easter 1987.

Enthusiastic, lively teacher with experience throughout the primary age range.

Committed Christian essential.

Visit to the School welcome by prior appointment. Telephone No. 01-383 0760.

London Allowance, £726. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms and details (large SAE) obtainable from Education Department, Establishment Section, P.O. Box 68, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date 20th February 1987.

London Borough of

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

Enfield

## Children's Books I

## Cold wind blowing

"Invisible censors strangling childhood magic: they reject fun and encourage books of poison" screamed the headlines in the *Daily Mail*, just before Christmas. The article it headed, first published in *The Bookseller* - "the organ of the book trade" - was by one of London's leading children's literary agents, Gina Pollinger, whose clients include Jan Mark, Jenny Nimmo, Rosemary Sutcliffe, Geoffrey Trease, and Ann-Pulling. Her impassioned words had been quickly picked up by the press, and the media reaction culminated in a staged confrontation between the interested parties on Robert Kilroy-Silk's show, surely the ultimate accolade.

The issue for Mrs Pollinger is that "the bigots of Brent and other such are determined to rid society of its divisions and prejudices, all in one go and at all costs... the baby is in danger of being thrown out with the bath water and, in the context of children's book publishing, that baby is Hope... Books for children" has itself been a doubtful, make-believe tag: books for Educational Advisors, books for teachers, books for librarians, books for parents, books for children, no - not often, not really.

The editor finds herself "cornered": "at the mercy of a task force from the alternative society, whose approbation and support is the *sine qua non* of her success, in fiction and information books alike. No wonder gritty realism is the cliché of the decade... There is no room for the writer as pedlar of dreams in their harsh, uncompromising world." She cites some rejection letters from publishers, including this: "I'm afraid the teachers would fear us apart if the foursome split up as they do on Saturday afternoons - the two girls to go shopping, the two boys to fish. And this from a meant-to-be confidential reader's report: 'The children in this traditional summer holiday adventure are unmistakably middle-class. They wash their hands before a meal and clean their teeth at bedtime. Reject.'"

## Gritty realism is the cliché of the decade

"Nowhere is this bias and incompetence more obvious than in the world of teenage fiction... heartless catalogues of broken homes, child abuse, drug abuse, class warfare, gang warfare, germ warfare, racial and sexual inequality of a gross and sadistic kind. There has to be a place for pain and suffering in children's literature,

When a literary agent claimed that children's books editors were "cornered" by "alternative" pressure groups, a stormy debate ensued. SARAH JANE EVANS investigates.

... [but] to rob a child of hope, of life's realistic and accessible expectations, is outrageous - the love of parent for child, for example; of child for parent; of couples, romantic love; the thrill of the senses, the stir of heroics, the beauty of the natural world, the revelations of fantasy, the consolation of poetic justice (in art), pity, the language of poetry itself. These wonders belong to Everychild and are the constants of traditional values in children's books."

Mrs Pollinger has stoked up the burning embers of a longstanding debate. Rosemary Stones, for instance, campaigner against racism and sexism, author of *Ms Muffet fights back* and founder of the Other Award, declares: "It's an unsubstantiated piece of hysteria by someone who doesn't understand. She doesn't cite a single title." She goes on, "the children's book world is 99.9 per cent white. It's completely cut off from teachers, librarians and community groups. Some outrageously racist things do still come out - it's not that editors are racist, it's just that they don't know what racism is."Pat Triggs, who edits *Books for Keeps*, and is a Senior Lecturer at Bristol Polytechnic, "thought we had been through all that. I was very surprised to see someone lending themselves to the media cliché. Children's books are still predominantly white middle-class. The bulk of aspirant writers of children's books are all nice white middle-class ladies."Meanwhile Peter Mayer, Penguin's executive, "enjoyed it. I was glad that the subject was aired. What I think is important is her fear that adding something would lead to the removal of something else. It's not to say that we're against publishing socially relevant literature for children. We published *No More Secrets for Me* by Orsola Wachter, which is about child molestation - children need some education on such things. I think that's pretty socially relevant. But when people are talking only about socially relevant literature, then sometimes what is traditional, decent and happy is simply replaced by what is awful. Speaking as a publisher, you want to hire people who are socially responsible,

to devise lists reflecting the main forces in society.

At the Bodley Head, publisher Margaret Clark feels "a cold wind blowing through the cosy world of children's book publishing, but we're all the better for it." "As far as I can tell, we've never turned down a manuscript on political grounds or because the story had a particular background. The climate has changed so much. What we do get - especially from teachers - is so gloomy: children hopelessly neglected by their parents, totally misunderstood by their teachers. Children need to have books like that, but all children's books should have an element of hope at the end - that's where Gina's absolutely right. Take Betsy Byars, writing about a man battering his wife - that's certainly 'gritty realism'. But she does it so cleverly, and there is a glimmer of hope at the end."

She accepts that "inevitably one is cut off (from the consumer), that is very sad. And as hardback publishers we're selling to the adults anyway. But on the whole it works, because of one's experience and feedback from teachers and librarians. There are plenty of publishers around and I can't believe that if a book is good it won't get published somewhere."

## 'Children's books are still predominantly white middle-class'

Author and teacher Bernard Ashley agrees: "the real heart of the matter lies in the story and its quality. If the book has a story to tell, it has all the things in it that are good about fiction, then an editor will buy it. We've had a hundred years of fishing and shopping; it's time for a change. Sex stereotyping is a nonsense for the modern child. Children desperately need to know about other people's way of life. As for Gina Pollinger's comments on teenage fiction, look at the bestsellers: three-fifths of them are serious modern novels. Teenagers buy books that reflect their existence." Should publishers be practising positive discrimination? "You can sit down and write a book that's multi-ethnic and anti-sexist, but that's not creative, that's a medicine. But we've got to go through a sort of period where we do positively discriminate."

Did Terry Mortimer, primary head and a member of the NUT, "Anti-Racist Working Party, feel publishers were oppressed by teachers and

continued on page 42

Junior stories; Blisken on Singer 42  
Allison Prince on herolem; families 43  
Novels for teenagers 44  
The past; fantasy; teenage lites 45  
Poetry including Causley on Hughes 46  
Richmal Crompton; Shiva's story; African myths 47  
Berlie Doherty on writing with a class; Andersen; animal legends; Tomie de Paola 48The leopard getting his spots in one of Michael Foreman's illustrations for the recently re-issued *Just So Stories* (Viking Nostalgia £7.95). Jewel-coloured full-page plates and sumptuous line drawings bring the well-loved tales to life all over again. Kipling's *The Jungle Book* is published in a companion volume at £8.95 and both are available in Puffin, minus plates.

Teachers, children's librarians and booksellers are being invited by the organizers of Children's Book Week to take part in a competition. "Book Cover UK", administered by Book Trust, asks entrants to produce their plan for a week-long children's book event. Proposals must give priority to book-selling activities and involve at least 2,500 children. The deadline for entries is March 30 and the 14 winners, one for each of the 14 regions which

coincide with television network areas, will be announced on April 23. The winners will each receive £3,000 to put their proposals into action during Children's Book Week, October 3 - October 10.

Enquiries to Bob Cattell or Angela Toombs, Children's Book Week, Book House, 45 East Hill, Wandsworth, London SW18 2QZ (01-874 6361).

METROPOLITAN BOROUGH OF NORTH TYNESIDE  
EDUCATION COMMITTEE

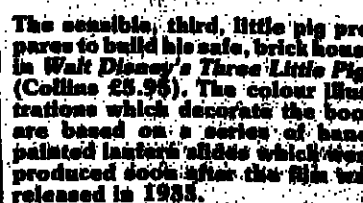
Applications are invited from suitably qualified and experienced teachers for appointment from 1st September 1987 (or earlier date by arrangement for King Edward Primary School), to the following posts:



**GERALD HAIGH**

brothers of the Wise Men of Gotham: at the other, stories drawn from Singer's memories of childhood in Warsaw. Often it snows. Nearly always it is Hanukkah Eve. There is no great distance between human and supernatural. "I know millions of ways to make people happy," says a good spirit. "I have billions of ways of making them unhappy," retorts an evil one. In the midst of it all, "Father's red beard glowed like fire." Every story has a moral.

Singer is against modern writing for children, he says in an unimpassioned afterword. "A lot of the evil taking place today, I often feel, is the result of the rotten stuff this modern generation read in its school days." He believes "the so-called avantgarde writers for children" are preparing the young for *Pinnegans Wake* "or other such puzzles." Singer hasn't a beard; but if he had, in this afterword it would glow like fire. He says, truly, that there are signs of a new age. These stories are as memorably directed to their result as



**Edward Blahen**

**ALISON PRINCE**

**PAM BARNARD**

*Sixteen*, edited by Donald R G, consists of 16 short stories for teenagers about their usual concerns—school, family, friendship—some outstanding writers, notably Aiken, Robert Cormier, and Guy. Fontana Lions \$1.95.

- Real stories, plays and rhymes which are fun to read and read again
- Wide variety of themes which appeal to children.
- Full of humour
- Lively, natural language
- Over 30 talented authors
- Text and illustrations in perfect harmony
- Encourages success at every level of reading throughout Primary School

## ADOPTING STORY CHEST IN YOUR SCHOOL

\_\_\_\_\_



EXTRA

Mixed teenage bag

# Love and loss

GEOFF FOX

*Rice Without Rain*. By Minfong Ho. £4.50. 0 233 97911 5. On Foreign Ground. By Eduardo Quiroga. £3.95. 0 233 97909 3. Secrets from the School Underground. By Pete Johnson. £3.95. 0 233 97987 5. Beware The Edge. By Elizabeth Mace. £3.95. 0 233 97908 5. No Defence. By Michael Hardcastle. £3.95. 0 233 97912 3. Haunted United. By Dennis Hamley. £3.95. 0 233 97942 5. Getting It Wrong. By Rhodri Jones. £3.95. 0 233 97910 7. André Deutsch Adlib Paperback Series.

There's a touch of the ad hoc about Deutsch's latest additions to their Adlib Paperback series. A couple of football yarns, two novels which would like us to believe that they're realistic accounts of life on the streets and behind the bike sheds, a tale with an unpleasant whiff of the occult, and two novels from far away places.

The two with foreign settings are the most demanding, and the most interesting, of the bunch. *Rice Without Rain* is an account of village life in drought-ridden Thailand. A group of students comes to the village to share in its life, and to inflame the peasant farmers to rebellion against the crushing taxation of the landowners. Jinda, a village girl, is drawn into the revolt through her involvement with the students' leader and eventually finds herself on the platform of a political rally in Bangkok. The scenes which follow the army's intervention are horrific, yet in no sense sensationalist; the narrative voice simply tells us that this is how things are.

Events speak for themselves again in Eduardo Quiroga's *On Foreign Ground*. A gentle Argentinian student, booted miserably on the edge of Port Stanley, writes to the British girl he met and loved in Paris. His mind, and pen, interplay between their month together, the repressions of his own government at home and the meaningless squalor of his present circumstances. A teacher brave enough, and free enough, could have an interesting time with Raymond Briggs's *The Tin Pot Foreign General* and *The Old Iron Woman*, Jan Needle's *A Game of Soldiers* and this

book. Here again, the authorial voice is trustworthy, charged with the helplessness of Owen's "Strange Meeting".

I would like very much to have trusted Pete Johnson's voice too in *Secrets from the School Underground*, for there is still a dearth of good short stories set in comprehensive schools. It may well be that young readers of this book will think, "That's how we talk!" but they were saying that about *Skinhead* 15 years ago. To my ear, the voice of Juggler, the hard man narrator from 5b, rings false. The author seems to be inviting a knowing conspiracy between his young readers and himself ("I know what it's really like"), much as a teacher in one of the stories does. The most revealing episode is one which purports to be told from a girl's viewpoint, which ends up with a re-enactment of one of the most stereotypical of male fantasies. Adolescents will read this book, and probably compulsively, but they may well be reading in the same register as they read *Jockie*.

Finishing *Beware The Edge* was a struggle. The anti-heroine, Amy, has a history of exerting supernatural powers over younger children. She is a repellent figure and I found it difficult to be concerned about what happened to her, her victims or those who tried to stop her as she set about her malign business on holiday in the Isle of Man. There is no detailed account of how she got into all this or of how she summons up evil; it's a muddle rather than a mystery. Her older sister Lindsay attempts to intervene and dies in a cliff fall. This jolts Amy enough to prompt a rethink. "The void rushed away, tearing at Amy's heart with irremediable loss. Nothing, no sorrow, was enough. . . . She looked back once, loving Lindsay, then leaving her. They began to climb." So that's OK then.

Michael Hardcastle. Neil Duncanson is a first division footballer who indulges in a little thieving on the side, partly for the loot and partly for the kicks. There's a dash of mildly

spicy sex ("I want you, Tina," he told her urgently, "I want you."). An easy read for those interested in soccer, burglary and occasional titillation. While it isn't necessary for books for teenagers to strike high moral postures, one can't help regretting that robbery should be deemed a Bad Thing only if you get caught.

Dennis Hamley's *Haunted United* is very different. It may be that Mr Hamley grew up with such riveting yarns as "The Staring Eyes" in the post-war *Wizard* (where the villain put the 'fluence on the players from the terraces just as they were about to shoot), for there's something of this enjoyable hocus-pocus here. The narrative structure is complex, and if the resolution didn't quite work for me, I found the world of lowly fourth division Bowland United far more credible than Mr Hardcastle's Fleetville United, and the menace of the ghostly defender more sinister than any of the distasteful shenanigans in *Beware The Edge*.

Rhodri Jones's *Getting It Wrong* finally requires the kind of criticism my experience does not qualify me to offer. This story involves two black youths unfairly arrested and beaten up by the police. The injustice extends right through to the courtroom where they are found guilty. I was held by the narrative and always interested in the characters; but teachers in schools with West Indian readers would do well to get hold of a copy and decide for themselves about the authenticity of the boys' experience and the dialogue itself.

The readership for the Adlib books is not altogether clear. They seem to be intended for a wide range of readers around the 13 to 15 group; but at £3.95 to £4.50, they surely will not leap off the bookshop shelves into the hands of browsing teenagers. They would be pricey for GCSE-conscious heads of English, and they will appeal only to those libraries who offer paperback sections. Certainly, it would be a pity if *Rice Without Rain* and *On Foreign Ground* did not achieve a wide readership.

"On Foreign Ground" is also published as an adult hardback £7.95.



*Crash Vanilla* (from the cover of which this illustration is taken) by Barbara Werba and Pictures of Adam, by Myron Levey, are two American imports to be published next month by the Bodley Head. The original paperback editions for teenagers (£3.95 each). Also promised in March are two titles by Aidan Chambers, another anthology with distinguished contributors such as Jan Mark and Joan Aiken (A *Cherry Ghost*, £3.95) and a new novel, *Now I Know* (£4.50). This is a story with a difference in that it has a spiritual dimension and a detective element.

## Mean teens

*The Pistachio Prescription* 0 434 96576 6. *The Divorce Express* 0 434 96571 5. *Can You Sue Your Parents For Malpractice?* 0 434 96570 7. *The Cut Ate My Gynsult*. 0 434 96577 4. By Paula Danziger. Heinemann £6.95 each.

Paula Danziger has been a popular writer for teenagers in the United States for some years. These are her first four novels to be published in the United Kingdom.

The books are aimed at the market which has been so well covered by Judy Blume and comparison with Judy Blume is inevitable, although perhaps a little unfair on the evidence of only four titles, particularly as these titles lack any sense of variety or originality. There seems to be little new here and there is a certain sense of datedness. The books remind me of early Blume titles with the heavy concentration on problems, to the exclusion of humour. Certainly they lack the freshness and versatility that we have seen in some of Judy Blume's later books.

Paula Danziger demonstrates a knowledge and understanding of teenagers, having I suspect worked as a teacher in the States, but her treatment of problems is superficial and lacks the exploration which might satisfy a young reader facing similar problems.

The books are readable but somewhat unstructured, so that the storyline often flows uncontrolled, leaving many unresolved issues. There is a terrible sameness about the stories. In all four books, the central character is a girl, aged either thirteen or fourteen, fairly indistinguishable from each other or the other characters in the book, but with problems: 13-year-old Cassie (*The Pistachio Prescription*) is a mousey beanpole in a family of shapely blondes and redheads and prone to severe asthma in moments of crisis. These are frequent as her parents fight and her sister hates and ignores her; 13-year-old Marcy (*The Cut Ate My Gynsult*) lacks confidence; thinks

everyone hates her at school and is convinced she is too fat ever to get a boyfriend. She is frightened of her dominant father and her mother is totally ineffectual; 14-year-old Lena (*Can You Sue Your Parents For Malpractice?*) is devastated by the loss of her boyfriend, jealous of her glamorous older sister and hates her domineering father who dominates the whole family; 14-year-old Phoebe (*The Divorce Express*) has to cope with her split family, living with her father in Woodstock during the week and with her mother and brother in New York at weekends. Phoebe is friendly, lonely, isolated and not loved by her parents. But her parents do not fight and her father is quite friendly to her!

Not a happy family in sight. No mance looms large, perhaps an inevitable characteristic of teenage novels, but I am wary of the underlying tendency to assume that having a boyfriend somehow makes a girl a better person, more able to cope, with more status; without the male support the female crumbles.

Family problems are treated against school problems: problems with discipline, rules and regulations, complaints against teachers, the quality of food; general in-school misery. The major school issues confronted are Marcy's getting closely involved in supporting her innovative English teacher who is suspended for refusing to take the daily pledge of allegiance to the flag of the United States of America; Lauren becomes involved in an elective course on law for children and young people, again with an innovative teacher; Cassie runs for class president. At times, the details of school life in the United States, so different from most of the story and dominant and confusing the story for British readers. The pledge of allegiance issue is explained at the beginning of the book, but its significance may well be missed.

## Eastend supplement

Teenage enthusiasts who cannot get from episode to episode of *EastEnders* without a fix can now read about their favourite characters between times. André Deutsch has published the first two in a series of spin-offs called

Teen EastEnders, *Solid Ground* and *Growing Pains*, both by Hugh Lloyd. They star Sharon and Carol Carpenter, respectively and are available in paperback editions published by Grafton Books.

EXTRA

## Over-the-top

*Chartbreak*. By Gillian Cross. Oxford University Press £6.95. 0 19 271508 9. *Slaying Up*. By Robert Swindells. Oxford University Press £6.95. 0 19 271546 1. *Let's October*. By Alison Prince. Methuen £7.95. 0 416 63660 8.

Writing a teenage novel about the pop music scene is a brave thing to do, given that audiences will tend to know more about the subject than most writers can hope to do. *Chartbreak* is certainly very well informed on this score, but so negative it ends up closer to the pits of the world than *Top of the Pops*. Adolescent singers may indeed snarl at each other and reject their parents some of the time, but there must be occasional breaks for more benign emotions as well. But not for Janis Finch, the loutish schoolgirl singer of the group who only performs well when in one of her regular towering rages. Such stereotypes are disappointingly facile for a writer with as good a track record as Gillian Cross; so too is the smart-alec dialogue, with every one-liner a potential put down. Some teenagers may react positively to all this but not necessarily so, given that they are often far more realistic about themselves and their peers than the adult world is prepared to credit.

*Slaying Up* offers a clear cut choice between right and wrong, with a young football supporter having to go for either his girlfriend and respectability or else the lads plus aggro on the

terraces. The atmosphere of poverty and unemployment in a once proud Northern town is well conveyed, with those that fall by the moral wayside seen more in pity than anger. All that is, except for Royston Ambler, neer-do-well son of the rich industrialist who owns the local soccer team, and in this one, over-the-top character Robert Swindells' otherwise fine novel meets its downfall. The gruesome climax of sexual assault and battery needlessly distracts from his meticulously detailed account of adolescence love on the dole today, though nothing can expunge the realism of the football scenes. Vandalism is seen here as something almost inevitable given so much passionate, heady partisanship.

Yet more gloom in *Nick's October*—is there no-one writing cheerful novels for young adults now? The plot focuses on Nick and Sasha, previously encountered in *Goodbye Summer*. Almost everything bad that could happen to the lowly employed Nick does exactly that, and all around his 21st birthday too. His mounting despair is compellingly handled, though its cumulative effect is dissipated by the presence of too many indistinguishable support characters with little more than Christian names telling them apart. Neither Nick's final remedy, where he runs away to France, nor the promise of better things when he returns is entirely convincing. But after the battering that has come before both he and faithful readers will by now be glad to settle for anything they can get.

Nicholas Tucker

## Teenage titles

*Teenager to Young Adult*. By Jessica Yates. School Library Association, 83 Warwick St., Oxford OX4 1SZ £2.90 (22-40 to SLA members)

Jessica Yates' annotated catalogue of 161 recent paperback fiction titles for 13 to 19 year olds is an extremely useful guide, not only for school librarians to whom it is primarily directed, but for anyone who is interested in finding the best fiction for teenagers. The fact that it is aimed towards use in school adds an important clarity to both the selection and the annotation. Sensibly there are no divisions according to age; instead it is arranged under "genre" headings on the correct principle that this is most

useful when a borrower comes in wanting "another one like that".

It is a comprehensive selection in terms of subject matter ranging from Action Stories, through Science Fiction and Fantasy, Ethnic Minorities and Racial Prejudice, to Humour. Each book is factually well described with Ms Yates' own reservations or enthusiasms clearly stated. Books which are liable to cause trouble with parents are clearly signalled with an asterisk.

Ms Yates' selection reflects her familiarity with the best fiction of the last two decades. More importantly it also reflects her enthusiasm and commitment to keeping teenagers and books together.

Julia Eccleshare

## Woodscapes

*In A Secret Place*. By John Wood. Wolfhound Press £6.95. 0 86327 180 4.

Paul, Benjamin and Yanina come from different social backgrounds and lead apparently very different lives. They share, however, an inability to come to terms with the adults with whom they live; adults motivated largely by self-interest and by an urge to cling to the petty symbols of their adult and social status. They are linked also by knowing Alice, a motherless girl whose poverty is more than compensated for by the richness of her imagination and by the sensitivity with which she touchingly attempts to balance her feelings of attraction and shame towards her pedlar father.

The turning-point in the children's lives comes in the course of an expedition to the woods, where, through an

encounter with the spooky (but totally benign) Lord Augustus, they have temporary access to what Benjamin designates "some strange vale of knowledge". Almost immediately this new knowledge alters their perceptions of themselves, their inter-relationships and their backgrounds. In particular, Alice is soon a social outcast, increasingly kept at a distance by her former childhood acquaintances. But she never loses her buoyancy, even when her father dies and she becomes an itinerant. Still fondly recalling her magical experience in the woods, she years later retraces her steps on Lord Augustus's table.

Meanwhile, fairly predictably, Paul, Benjamin and Yanina have succumbed to the banalities and prejudices inherent in their worldly success.

John's Wood's novel is about the possibilities and the limitations of the human imagination, an abstract theme here given vividly graphic and concrete expression: His ear and eye are sharply tuned to atmospheric details of the natural world, to small town snobberies and, very strikingly, to the often harmful inconsequence of children's chatter. For some young readers the style will occasionally be over-lyrical and the wayward punctuation may pose some comprehension problems; most, however, will be held by the book's narrative power and will respond to the warmth and generosity of its heroine.

Robert Duerbar

EXTRA

## Cultural identity

*The Sound of Propellers*. By Clive Kinnell. Viking Kestrel £6.95. 0 670 81106 8.

This is largely a tale of adventure set in England (and briefly in India) just before the outbreak of the last war. On another level, however, its theme is that of a quest for a boy's self-determination in the story of the young adolescent Murgan's attempts to assert himself within an alien culture. Sent to an English boarding school while his elder brother remains at home to fight for independence Murgan has to grapple with adolescence, if not outright prejudice, while at the same time coming to terms with fears for his brother's safety. He literally stumbles upon a saboteur passing on plans of a new flying-boat to an enemy

agent, and thus this adventure-cum-spy-story stirs into life.

For a novel to succeed as an integrated whole the reader needs to sense that both the action of the tale and the hero's development to adult responsibility-taking are strands which are woven into a coherent narrative structure. However, a major difficulty of this book, one which lies at the heart of the somewhat disjointed way the story progresses, is the author's heavy-handed demonstrations that Murgan (or Mugwumps as he becomes affectionately known) is at least the equal of his English peers. (When it comes to maths, much their superior.) The laboured explication of Murgan's natural pride in his own culture, puzzlement at the smugness of his schoolmates and low expectations of some teachers is developed largely at the

expense of narrative pace.

Only when the hero's cultural identity has been established to the author's satisfaction and the action is allowed to gather momentum does this book settle into the familiar, and more frankly enjoyable, mould of ripping yarn. It's difficult to avoid the conclusion that the book would have provided a more satisfying read had it followed more closely along those lines from the outset.

The addition of some fascinating technical detail on the development and flying of seaplanes nevertheless helps to sustain interest, which should ensure an enthusiastic readership in the young adolescent age-range.

Margaret Kinnell

## Silver spoons

*Granny was a Buffer Girl*. By Berlie Doherty. Methuen £6.95. 0 416 53590 9

Buffer girls worked in the Sheffield cutlery firms using sand-dust to rub the final shine on the finished articles. It was filthy work, and it generated a smell that clung to clothes and skin no matter how well the women tried to protect themselves with calico headscarves and sheets of newspaper. Jess's Granny worked as one such throughout the 1930s, and her story comes out during a family get-together on the eve of Jess's departure for a year's study in France.

By this means, Berlie Doherty takes her readers into the heart of a city, whose story is that of a dying industry; and she introduces them to a close network of family relationships, which ties four generations together. It is amazing that so much life, and so many diverse characters, can be compressed into a book that only runs to 128 pages. For although Jess is the narrator of her own growing up, her grandparents' struggle with poverty, and the real family distress at a mixed Protestant-Catholic marriage are fully realized in a way that is more immediate than a flash-back to the main story.

This is not just another novel about

leaving home and an adolescent's conflicts on the way to independence, for it shows how closely each individual is woven into the wide range of people who make up a family, generating their own personal mythology in the face of national and economic history. And as the crowded streets and dwellings of Sheffield are flanked by the wild, empty moors of Derbyshire, so the deepest human emotions of despair, loneliness and love are never far from the apparently-mean lives of the city people depicted here. This is a compelling and unusual book.

Shirley Toulson

## fw Franklin Watts

### NEW SERIES

#### Survival

A major new series which tackles areas of concern relating to the environment and wildlife. Each book examines the issues in detail and looks at possible solutions to the problems.

*Animal Rights* 541 2  
*Pollution and Wildlife* 542 0  
February 284 x 216mm 32pp £5.95

### Picture Library

Two titles in this series of visual reference books. Topics of popular interest are accompanied by a lively text and colour photographs.

*Custom Cars* 491 2  
*Trailbikes* 492 0  
March 246 x 189mm 32pp £5.25

Already available  
*BMX Bikes* 489 0  
*Dragsters* 490 4  
246 x 189mm 32pp £5.25

### Passport

An important and up-to-date series which offers a comprehensive insight into life in different countries, covering land and peoples, home and leisure, economy and industry.

*Australia* 439 4  
SUSAN PEPPER  
*Mexico* 440 8  
CARMEN IRIZZARY  
284 x 216mm 4pp £6.50

### AUSTRALIA



ISBN Prefix: 0 86313  
Franklin Watts  
12a Golden Square  
London W1R 4BA  
Telephone: 01 437 0713

## New from Cambridge University Press

### You'll Love This Stuff

Poems from many cultures selected by Morag Styles

Following the highly acclaimed *I Like That Stuff*, Morag Styles has compiled a second anthology of poems which range far and wide, both geographically and in content. Many of the poems are previously unpublished, some traditional, others modern, some written by children and others by adults. There is nothing stuffy about *You'll Love This Stuff*; these are poems packed with vitality and humour and illustrated with great sensitivity.



### Stories from Our House

Richard Tulloch

Four beautifully illustrated stories of familiar home situations, guaranteed to amuse both parents and children as they read them together: *The Dog Next Door*, *Four Glass Drinking Mugs*, *The Ant*, and *Milk Trouble*.

Hard covers £4.95 net  
School edition £2.95



Hard covers about £4.95 net



### By The Sea

An Alphabet Book

Ann Blades

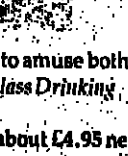
This is no ordinary ABC book! Ann Blades, an award winning artist, has chosen a word for every letter of the alphabet and each word is linked to events during a day by the sea. All drawn from the child's viewpoint, the illustrations are vivid, humorous and poetic and cannot fail to appeal to the young child.

Hard covers £5.95 net

For full details of all our children's titles, write to Rosemary Hayes at the address below.

Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU

Cambridge  
books for  
children



Hard covers about £4.95 net

Hard covers £5.95 net

Hard covers £5.95 net

Hard covers £5.95 net

Hard covers £5.95 net

Hard covers £5.95 net

Hard covers £5.95 net

Hard covers £5.95 net

Hard covers £5.95 net



EXTRA

## Poems for all Crowing for joy

SHAUNTRAYNOR

The Learned Hippopotamus. By Gavin Ewart. Illustrated by Ronald Ferns. Hutchinson £4.95 0 09 163350 8  
The Phantom Lollipop Lady. By Adrian Henri. Illustrated by Tony Ross. Methuen £5.95 0 416 50910 X  
Leonardo the Lion from Nowhere. By Adrian Mitchell. Illustrated by Zdzislaw Ruszkowski. Deutsch/Malin £5.95 0 233 97946 8  
Read Me a Poem. By Caroline Royds. Illustrated by Inga Moore. Kingfisher books £5.95 0 86272 216 0  
Jelly, Chips and Caramel Whips. By Joan and John van Loon. Hutchinson £5.95 0 09 148830 3

The Learned Hippopotamus is Gavin Ewart's first book of poetry for children. For this ex-supply teacher who nearly became poet laureate it is a literary landmark: for us it is a cause for celebration.

This is a book of poems about animals, ordinary and extraordinary. It is introduced by a learned hippopotamus who uses Kenneth Baker-type words like "dichotomous," and indeed many of the poems employ a staggering range of vocabulary. Some of the words he confesses to have made up but there is no doubting the authenticity of his description of the marsupial mole as an "aberrant polyprotodon," and I am persuaded by him that the puma was the likely pet of the great King Montezuma. I got a little lost when he started talking about what *Katy did* until I discovered he was referring to the katydid, the flat, green grasshopper found in parts of America. But there are simpler morsels, philosophically and semantically:

"Everybody knows that it is the cock that crows. If it were cleverer or more knowing the crow would do the crowing... subversive stuff - and for us simple teachers, a word of advice.

"If you see a leopard wearing a leopard hiding in the trees you'll know at once that he can't tell his T's from his P's."

The book contains nearly 40 tiny animal portraits in verse. These portraits are witty, erudite and highly recommended - beautifully illustrated by Ronald Ferns and in the words of a child of my acquaintance, "I like the book. The pictures rhyme with the poems." Cheers Mr Ewart, you have much to crow about!

Quite what Adrian Henri is going to do with *The Phantom Lollipop Lady* is beyond me. It is a dismal collection of badly written doggerel not helped by the title. "These are the first poems for children by poet Adrian Henri and are funny, sharp, macabre and beautiful." No. They are not. The title poem is the worst. It concerns a lollipop lady who has died. It builds upon the trust which primary school children have for lollipop ladies, a person they can depend on, a protector. When she dies the reader is invited

to go looking for her ghost "where four roads meet." Cliched and gratuitously sinister it is a poem (and a book) to disturb children rather than to delight them.

In *Leonardo the Lion from Nowhere* we are far from Nowhere. We are back in Kenneth Baker's port 'n' slipped England, the prosperous North West - Hampstead, to be precise. The genesis of the book is, however, interesting: Zdzislaw Ruszkowski is an artist who escaped from Poland during the Second World War. He painted pictures for his children of a portrait painter who was a lion. There are lots of pictures of this be-smocked lion posing in front of his easel. Ruszkowski then made up a story to go with his

Read Me a Poem is an invitation to all children to find poems, ancient and modern, amusing and profound, the best of their genre, between the hard and beautiful covers of one book. It is, therefore, yet another anthology of poems for children. But this one really is different: first of all the poems have been chosen by a dazzlingly present instinct and the pictures which match them have an apt and jolting timelessness. It is a book to grow up with and I would recommend it to every classroom in the land.

Jelly, Chips and Caramel Whips is the kind of title to induce a shudder and usually heralds a book to avoid. Alas doubly so in this case. We learn from the blurb that John, the artist of the van Loon double act is "one of seven children," and Joan, the poetic contributor to this little tale of greed and fantasy, works in Australia with



Montezuma with his puma

paintings and got it published in Poland in 1958. This story the poet Adrian Mitchell has taken on board and has done a beautiful adaptation. His lyrics are spare and accurate and like Gavin Ewart, shows the odd flourish: Deep in the lion grass lay Leonardo dreaming his lion dreams under the lion sun... the blue-spotted, poppy-metal butterfly perched on a grass-blade to sip at a dew-drop... then the plot swoops and the poet tells his tale.

"children and books." John has an art background and indeed his illustrations are accomplished but Joan's notion of the rhyming couplet and what it entails leaves much to be desired. Some lines have 10 beats to the line, others 11, one 12 and one 13. There are also examples of (unconscious) inversions and archaisms. Whilst to browse through *Read Me a Poem* was rather like lying in a hammock on a summer's day, to read *Jelly, Chips and Caramel Whips* is rather more like hanging onto a rope on a poetic assault course.

## Picture poems

Early in the Morning. By Charles Cassey. Music by Anthony Castro. Illustrations by Michael Foreman. Viking/Kestrel £7.95. 0 670 80810 5.  
Talking to the Sun: An Illustrated Anthology of Poems for Young People. Selected and introduced by Kenneth Koch and Kate Farrell. Viking/Kestrel £8.95. 0 670 81450 4.

*Early in the Morning* is a triumph of collaborative creation, between poet, composer, illustrator and (uncredited) book designer. The long wait for a new volume of Cassey's matchless children's poems has proved fully worthwhile. His writing here is full of joy and exuberance, as well as the familiar plangent note of loss and longing. Some of them really are as the blurb describes them, new nursery rhymes, telling stories of hectic compression which are entirely dependent on the logic of rhythm and rhyme. Others strike a more personal note, while never straying far from the demands of

narrative. "John, John the Baptist," "One for the Man," "Stone in the Water," "Tell, Tell the Bees": the emphatic simplicity of the titles prepares us for something special. Cassey's words themselves draw wonderful pictures in the head: of Tommy Hyde, for instance, writing a love letter on the strand, and "watching for the water to rub it off the shore/ And take it to my true love in Bali-more."

The illustrator, Michael Foreman, has had to exercise perfect discretion to prevent his pictures standing, as it were, between the poet and the reader. He has succeeded in this much more fully on the black-and-white pages than on the colour ones. Some of the pen-and-ink drawings are so perfect it is hard to imagine the poems - for instance "Lanny Jim Jan" and "Love My Darling Tree" - without them. The colour work seems to be trying too hard. Twenty of the poems have also been set to tunes by Anthony Castro, and are clearly printed with

full piano accompaniment and guitar chords. The music is straightforward and uncluttered, and, like the equally simple poetry, far from dull. The instructions at the beginning of each piece set the tone: "nice and bouncy," "sadly," "slow and gentle". The clarity of design in *Early in the Morning* makes one painfully aware of what an offputting muddle has been made of *Talking to the Sun*. An Illustrated Anthology of Poems for Young People, selected and introduced by Kenneth Koch and Kate Farrell. This was a splendid idea, matching images from the Metropolitan Museum of Art in New York with poems drawn from a wide range of world literature. But the editors have been so busy squeezing in one more masterpiece of art and literature, they have forgotten to leave any space on the page for the reader's solitary imagination. The result is information overload.

What Is the Truth? By Ted Hughes. Drawings by R J Lloyd. Faber £4.95 0 571 14510 8  
Moon-Bells and Other Poems. By Ted Hughes. Illustrated by Felicity Roma Bowers. Bodley Head £5.95 0 370 30762 3

With *What Is the Truth?* Ted Hughes earns his place in the rare line of great fabulists stretching from Aesop through George Orwell to the present day. God and his Son are discovered at two in the morning, seated like a pair of glowing metal Kings by Henry Moore, on a hilltop over a sleeping village. "(Mankind) knows everything but the Truth," says God. "We will ask them a few simple questions. . . in their sleep they will say what they know."

The souls of the villagers are called up one by one to tell what they believe to be the truth of a creature they know well, from horse to weasel ("weight for weight he's twice a tiger"), from pheasant to sheep ("God I think forgot sheep altogether/ Sheep is a cruel puzzle of problems").

Through a series of linked poems, written with all of Hughes's razor-sharp observation and imaginative power, we are led to a situation in

which the God-figure discloses his vision of the nature of Truth. It is a continuously enthralling narrative to the course of which the reader is hard-pressed not to turn to the last page to preview the finale. When the Truth is a hymn to what is most sacred in the Kingdom of man. It is also a tale, which, very skilfully, puts the reader in the dock. In the painter Ray Lloyd, like Hughes himself, contrives a head and heart, the poet has found a perfect collaborator. Each creature represents a marvellously emblematic of its kind as well as being possessed of a breathing and tender individual reality.

*Moon-Bells* is a re-issue of a collection published originally in 1971. There is a re-run here of one subject (moon-characters, Lord Venetia's monster, deathless Crow still on the go) as well as a more resounding sequence of poems celebrating the realities of country life. Three others, uncollected poems are included: at least one of which - the hilarious "Sketching a Thatcher" - should delight those who complain of Hughes being wholly concerned with what rather than human kind.

Charles Cassey

## Real, unreal

Guardian Ghost. By Christine Nostlinger. Andersen Press £4.95. 86264 152 7.  
A Summer Ghost. By Ruth Tomalin. Faber £6.95. 571 13826 8.  
The Ghost Drum. By Susan Price. Faber £6.95. 571 14613 0.

Of all the many ghosts that flicker through the pages of children's fiction, few have been landed in their restless limbo by a Viennese tram. However, Rosa Riedel suffered this fate in 1938 when dashing to help a Jewish watchmaker who was being harassed by Nazi stormtroopers. Unable to rest in peace, her ghost spent the war distributing black market goods more fairly, frightening members of the Hitler youth and comforting the fearful in the city's air-raid shelters.

In recent times the eponymous heroine of Christine Nostlinger's story (published in Austria in 1979 and here happily translated by Anthea Bell) befriends a nervous schoolgirl, Stacey. Rosa helps her with her schoolwork and knitting, encourages her to stand up to unfair teachers and to champion put-upon friends. Eventually Rosa jolts Stacey's supremely rational parents (father works in the Austrian Department of Education, "glad not to be a teacher any more") into accepting the supernatural. "Only the thing is,"

says Dad, "it upsets my entire view of life". He is briskly chastised by Rosa: "I never upset anybody's view of life not me! The rich stay rich and the poor stay poor... even if there's a glow around."

A heart-warming story, it inevitably provokes the young reader into thinking about human rights, human cruelties as a class laughing at a girl - as well as the obscenity of (Vladimir) Lenin and (in passing) of totalitarianism in South Africa.

Distinctly more escapist is *A Summer Ghost* by Ruth Tomalin. It is a story with which any girl can identify. Once she has accidentally visited the au pair into thinking there is a change of plan and that she is meant to holiday in Sussex, much of the book is taken up with her subsequent attempts to survive with only the help of a well-stocked cupboard. She makes friends with the caretaker's son, who she first thinks is a ghost, and their "adventures" include a little bit of historical research and rubbing the pony down. Decorating all this is a fairly self-indulgent description of the flora and fauna of the area but overall it reads rather like an Enid Blyton re-written for young Sloane.

Mind you, it is nowhere near as self-indulgent as *The Ghost Drum*. This is a tale told by a cat who lives in an oak tree. It walks continually round the tree as it tells its story which is a "far-away Czardom" where the winter is a cold half-year of darkness, and a witch-girl who reads magic and appears on her drum and who lives in a house which runs around on chicken legs.

An children's book, it is a very early humorous and devoted to sympathetic characters (one of the perhaps one who is slightly over-ecuted). Possibly someone thought it style distinctive. I can report that I found it laboured, tedious and unbearably affected. The cat character "If you thought this story had to serve it to others... it will be sour, then sweet. I don't like telling." Frankly, I don't like the story.

*The Ghost-Drum* by Bill Martin, Jr. and John Archambault has atmospheric illustrations by Ted Rand (Orchard Books £5.95). A quality story - a slightly unusual one - a ghost story.

EXTRA

## Life and death

In Worship of Shiva. By Shanta Rameshwar Rao. Illustrated by Badri Narayan. Sangham Books Ltd., £19.95 0861 31 684 5

This anthology presents nine classic stories from the living traditions of India, all retold against the vast cosmic backdrop of Hindu mythology and which may be different in their content, but, the underlying theme, based on the vital issues of Hindu philosophy, is the same in all of them - life, death and rebirth, pursuit of spiritual power, submission to destiny and the understanding that all creatures, good or evil, have a role to play in the great design of nature. As soon as their role has been played, their act is over. In "Astika and Janamejaya" Astika tells

the king, "You are a king, and heaven has given you your duty to perform. You must rule the land and guide your subjects and care for their welfare. This is your path, and you must find your salvation in it."

This philosophy gives a new meaning to life and death - they are complementary blessings to be met with equal and total acceptance. In the story of "The Two Demon Brothers", the two demons aspiring to be immortal are told by Lord Shiva, "This is Nature's law, and even I, a God must live by Nature's law". Brahma, the Creator of the Universe tells them "I am powerless against death." And, lastly, Vishnu, the sustainer of the Universe says "But death, my friends, is supreme."

Some of the narratives with complex subplots of God's various reincarnations unfold themselves clearly when read against the light of Hindu philosophy - God has to take various incarnations in order to destroy the prevailing evil and restore good.

Badri Narayan's colour-enriched illustrations are works of art themselves and blend in nicely with the theme of the narratives. The special notes on the colour plates are useful in helping to appreciate them.

The uncluttered fluency of the prose with which Shanta Rameshwar Rao retells each narrative, enables us to enjoy their otherwise complex plots. There is no fuzziness or ambiguity - everything is presented in a strong, clear, direct light.

In *Worship of Shiva* is a valuable addition to the growing resources for multi-cultural education.

Aruna Ajitsaria

## Africa alive

Kings, Gods & Spirits from African Mythology. By Jan Knapert. Illustrated by Francesca Pellizzoli. Peter Lowe £5.95. 0 85654051 X.

This collection is an important addition to a series covering mythology from a wide range of cultures. The ability of myths to capture the young and old - across the centuries and across cultures - rests not only on our creative willingness to suspend disbelief, but on the interweaving of human emotions with the fantastical. So when a couple trap a magic bird which can fill their empty pots with "mafi" - a type of yoghurt - our focus is not only on the mysterious power of the bird but equally on the humans' desire to keep their new source of food a secret from

neighbours. When a young girl is duped by a handsome stranger who later turns into a hyena-man, we are simultaneously stirred by the tenacious loyalty of a brother despised because of "puffy, streaming eyes". Even when the central figures are animals, it is their essentially human characteristics which keep us intrigued.

In introducing the myths Jan Knapert offers explanations and information. Did you know, for instance, that the king of Ghana was able to field 200,000 soldiers one year after fielding the au pair to take their children home? The au pair's mother's house is in South of France even though he actually wants to spend the summer cuddling her pony at the family's Sussex home near Chichester. The again, it could be for readers who merely wish to identify with such a character.

Anyone picking up this book is sure to be attracted by the extremely well crafted illustrations. The line drawings suggest traditional woodcuts, while in the colour paintings people are

blended into a variety of environments. I have reservations, however, about those paintings where human figures have been subjected to a stylization which I find alienating. The cover picture also has unfortunate overtones of the Victorian view of exotic Africa and reinforces the sense of the illustrations being a European interpretation. Could we not have been offered an African artist's rendering of these tales?

We are notably short of children's books which can bring Africa alive in its many facets. Mythology is merely one facet, but if readers are encouraged to consider connections with our own myths and emotions, it could prove the beginning of an exciting exploration of our common humanity.

Beverley Naidoo

## Will behind William

Just-Richmal; the life and work of Richmal Crompton Lamburn. By Kay Williams. Genesis Publications £12.95. 0 904351 35 1

For two biographies of the same person to appear within six months is unfortunate, particularly with one of them, *Richmal Crompton* by Mary Cadogan, coming out just enough ahead to corner all the publicity and reviews. Yet Kay Williams in this present book also breaks intriguing new ground about an author whose

makes a good case for Booth Tarkington's stories about Penrod, an American bad boy of the same period. Some plot similarities between them seem too close for accident, yet it is also right to stress the growing literary market for rebellious child heroes ever since Mark Twain opened up the field with *Tom Sawyer* and *Huckleberry Finn*. This reaction against the over-sentimentalized Victorian child has continued to spur many other pens since and compared for example with *Dennis the Menace* even William occasionally go further in making life hard for animals than is acceptable now.

Yet at the time he still seemed a splendidly new force in children's books in comparison with non-events like *Enid Blyton's Naughty Girl* or the mostly conforming *Naughty Amelia Jane*. For this we have apparently to thank Mary Cruikshank, descendant of the great George and London's first female editor who early on forsook a mushy ending to one of William's innumerable Christmas stories, even though this meant having to accept more of Richmal Crompton's sickly love stories to make up. Thanks are also due to Thomas Henry, whose marvellous illustrations - amply reproduced here - are often hilarious quite apart from their text. And lastly how grateful we should be to Richmal Crompton for persevering with a young hero who in fact soon tired of being admitted to being a childhood fan, together with Dennis Potter and John Lennon - a diverse trio posing problems for those believing in any necessary, one-way influence of favourite literature upon the young.

While the details of Richmal Crompton's life are unremarkable and her adult novels best forgotten, her William stories always remain interesting. Looking for origins Kay Williams

Nicholas Tucker



enormous following still shows no sign of ebbing away. Recently Norman Tebbit admitted to being a childhood fan, together with Dennis Potter and John Lennon - a diverse trio posing problems for those believing in any necessary, one-way influence of favourite literature upon the young.

# Oxford Reading Tree grows up!

AVAILABLE NOW - the perfect material for the second year of reading!

## BRANCH LIBRARY

- starts this year with twelve great new storybooks by different authors and artists to extend children's reading at Stages 2 and 3.

### and many other surprises!

- Whole Language Approach
- Natural Language Patterns
- Lively Stories
- Superb Illustrations
- Non-sexist
- Non-racist
- Highly Motivating

**OWLS** - storybooks which continue the magic adventures of Kipper and Co. and introduce two new characters. Each storybook has an accompanying workbook.

**WOODPECKERS** - anthologies of poems and stories which introduce phonics. Workbooks or spirit masters accompany each anthology.

Please send me Oxford Reading Tree

☐ Evaluation Pack 1 (10 19 816142 9) ☐ Evaluation Pack 2 (10 19 816189 0)

☐ A full colour brochure outlining Phases 1 and 2

Name \_\_\_\_\_ School \_\_\_\_\_ Address \_\_\_\_\_

Return to: Media Unit, Educational Publishing, Oxford University Press, FREEPOST, Oxford OX2 0DP. (No stamp needed in the UK.)

Available from 28 January 1987



# Bexley London Borough



REQUIRED SEPTEMBER, 1987

Looking for an opportunity  
to further your career?

or

In your last year training  
to be a Primary Teacher?

Make the right choice

Barnet has a lot to offer

A friendly, welcoming, and supportive Authority. Very favourable pupil-teacher ratios. High priority given to the early years of schooling. A lively teachers centre with a wide range of in-service training and social opportunities. Bounded by beautiful countryside. London allowance payable. Nursery, Infant, and Junior posts available for experienced teachers (many with scale posts) and also for those about to start their career. All this and more awaits you in Barnet. If you feel you might like to join us in September, 1987 and want to know more write today to:

Director of Educational Services  
Town Hall  
Friern Barnet  
N11 3DL

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

**LONDON BOROUGH**  
**Barnet**

SOCIALISM AT WORK

**Tameside**  
**Metropolitan Borough**

### EDUCATION DEPARTMENT PRIMARY TEACHING POSTS

In September 1987 about twenty teachers (most, but not all, newly qualified) will take up permanent posts in Tameside Primary Schools, teaching children in the age range 3 years to 11 years. They will join a vigorous Authority which values its teachers highly and works with them to continually improve an already excellent service.

They will have access to:

- a planned induction programme - including links with teacher training institutions, if appropriate.
- a high level of in-service education - from short courses to Higher Degrees.
- excellent Support Service and other professional back-up.
- good promotion prospects.

Tameside stretches from the city of Manchester to the foothills of the Pennines and offers a variety of types and sizes of schools as well as a complete range of social, cultural and recreational activities.

Application forms for the above posts obtainable from Director of Education, Teachers' Staffing Section, Tameside M.B.C., Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL. Tel: 061-244 3238. Completed forms to be returned by 27th February, 1987.

AN EQUAL OPPORTUNITY EMPLOYER

## Primary and Nursery Teachers

The IEA is the country's only single purpose education authority. Our aim is to provide a high quality education service to the educationally diverse population of Inner London. This gives rise to excellent opportunities for both newly qualified and experienced teachers to work in an exciting educational environment and promote equality of opportunity for all our children. Permanent and temporary posts are available at all levels.

The IEA provides an education service for a multi-racial area and employees of Black and other ethnic minority communities are under-represented in nursery and primary teaching posts. We therefore welcome applications from members of these groups. Race Relations Act 1976 exemption section 3(1)(b) applies.

The IEA offers an employment package that is second to none:

- \* Excellent pupil/teacher ratios.
- \* High levels of school support staff.
- \* Excellent professional back-up, plus a wide range of central specialist resources.
- \* Multi-purpose teachers' centres.
- \* Divisionally based inspection and advisory teacher support.
- \* High level of in-service training.
- \* Excellent pension/protection.
- \* Inner London allowance of £1,110 in addition to Barnet salary.
- \* Job share opportunities for experienced teachers.

## Supply Teachers

Opportunities also available at daily rates of between £33.81 and £50.00 (plus £5.54 London Allowance).

**ilea**  
Working in  
Education

**Inner London  
Education  
Authority**  
- IEA  
IS AN EQUAL  
OPPORTUNITY  
EMPLOYER

Further information and an application form can be obtained by telephoning the teaching staff section for the division in which you would like to work.

**HAMMERSMITH & KENSINGTON** 01-403 3388

**CAMDEN & WESTMINSTER** 01-488 0190

**ISLINGTON** 01-272 7787

**HACKNEY** 01-403 3177

**CITY & TOWER HAMLETS** 01-760 1288

**GREENWICH** 01-859 3161

**LEWISHAM** 01-808 4633

**SOUTHWARK** 01-793 0888

**LAMBETH** 01-274 8288

**WANDSWORTH** 01-874 7262

**Primary Education**  
continued

**TRAFFORD**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
WELLS JUNIOR SCHOOL  
Ilkley Road, Flixton, Urmston  
M21 3NA  
Tel: 061-748 4356  
SCALE 2  
Required as soon as possible. Please send curriculum statements and references. Music and PE are essential. Application forms and further details available from the Head Teacher, Mrs. J. V. Atkin, on receipt of a stamped addressed envelope. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH  
REQUIRED September, 1987  
South Croydon, C. J. M. I.  
SCHOOL  
Oxley Road North, Witley, Surrey GU24 0JZ  
Roll: 237  
An enthusiastic and experienced INFANT teacher, please send curriculum statement, a copy of the last year's report, and a recent photograph. Closing date: 27th February, 1987. (48486) 110020











## SECONDARY MATHEMATICS continued

**HOUNSLOW**  
THE HEATHFIELD SCHOOL  
Wellington Road, Hounslow, Middlesex TW4 5BU  
Tel: 01-872 4411  
Head: Geoffrey Samuel, B.Sc., M.A., F.R.S.E.  
Roll: 150 (including Sixth Form of 181)  
Required for September 1987, **HEAD OF MATHEMATICS** (Scale 3). The successful applicant will be expected to undertake a significant responsibility within a team of seven Maths teachers. The Mathematics Department has a successful record at all levels in the school. Mathematics is a popular option in the Sixth Form. Some pupils are entered for the level at the end of the Fourth Year. The Department also makes a contribution to the numerous vocational and technical courses offered in the Fourth, Fifth and Sixth Years. Statistics and Computer Studies are also available. The successful candidate will be expected to contribute to the whole range of teaching within the Department. Letters of application (no forms) within 4 days to the Head, giving details of qualifications and the names of two referees. London Allowance £726 per annum. **WE ARE AN EQUAL OPPORTUNITY EMPLOYER.** (48608)

**MANCHESTER**  
ST. BEDE'S COLLEGE  
Mathematics Section.  
(48751) 133420

## Scale 1 Posts

**BROMLEY**  
DARROCK WOOD SCHOOL  
Levensham Avenue, Orpington, Kent BR8 5SR  
Tel: 0683 5057  
For September 1987, at this expanding 11-18 year form entry school, a graduate teacher of Mathematics and Computer Studies is required. An interest in computer education would be an advantage but is not an essential requirement. The school is housed in modern buildings on an attractive site in a pleasant catchment area. Financial assistance is available to the Headmaster at the school (large S.A.E. enclosed) by 26th February 1987. (350523)

**EAST SUSSEX**  
LONGHILL SCHOOL  
Palmer Road, Hove, Brighton BN1 7FR  
Roll: 512  
Contact: Mr. 1987; Mathematics Specialist (Scale 1). Scale 1 post available for suitably experienced teachers. Relocation grants in approved areas. Forms (see please) and returnable to: Head Teacher. (48517) 133422

**ESSEX**  
THE BOSWELL SCHOOL  
Burnham Road, Chelmsford CM1 3LJ  
Tel: Chelmsford 264431  
Mathematics, Scale 1 or 2, to teach to O and/or A level in lively successful department.  
Letters of application direct to Head, Mr. A. F. Jones, giving details of qualifications and names and addresses of two referees (foolscap a.s.e. please). (483541) 133422

**SOUTHERN HIGH SCHOOL**  
For Boys  
Chelmsford Chase, Southend-on-Sea SS8 0RG  
Tel: 0704 43074  
(Roll: 500)  
Mathematics and Computing Teacher, Scale 1 or 2.  
Apply Headteacher with curriculum vitae (foolscap a.s.e. please). (483541) 133422

**HAVING**  
LONDON BOROUGH OF  
REDFORD PARK SCHOOL  
Appley Drive, Romford RM3 7JL  
Tel: Ingersburg 71331  
Headteacher: R. J. Bracken.  
Required as soon as possible for two terms in the first instance to teach to O level, to teach to fifth year level. Closing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (48341) 133422

**HERTFORDSHIRE**  
DURRANT SCHOOL  
Manor Way, Croxley Green, Hemel Hempstead, Herts. SG9 6JL  
Roll: 547 mixed all ability.  
Required April or earlier if possible. Teacher of Mathematics to join a department which offers the full range of Mathematics to O and A level. An interest in the development of computing would be an advantage as the school hopes to be involved in Hertfordshire's computer project. Further details available on receipt of a.s.e. Apply by letter to the Headmaster at the school giving details of curriculum vitae and names and addresses of two referees. (48083) 133422

**HERTFORDSHIRE**  
LONDONDEN SCHOOL  
Londondene End, Hemel Hempstead, Herts. SG9 6JL  
Group 12, 1107 Pupils, 150 in 11th Form.  
Required for September 1987. Teacher of Mathematics, Scale 1, to teach to O and A level in a thriving, successful department with 60 pupils taking A-level Mathematics (including a substantial extension to GCSE level). Apply by letter to the Headmaster at the school giving details of curriculum vitae and names and addresses of two referees. (48083) 133422

**HERTFORDSHIRE**  
COLLINSWOOD SCHOOL  
Collinswood Road, Stevenage, Herts. SG1 3JL  
Tel: Stevenage 313011  
Required as soon as possible for a teacher of Mathematics (Scale 1) to teach to O and A level in a lively and well organized department. The school is situated in a pleasant area and is well equipped. The school is a member of the Hertfordshire Schools' Association. Further details and application forms available on request. (48357) 133422

**EAST SUSSEX**  
LONGHILL SCHOOL  
Palmer Road, Hove, Brighton BN1 7FR  
Roll: 512  
Contact: Mr. 1987; Mathematics Specialist (Scale 1). Scale 1 post available for suitably experienced teachers. Relocation grants in approved areas. Forms (see please) and returnable to: Head Teacher. (48517) 133422

**KENT**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**NORTH WEST KENT AREA**  
NORTH WEST KENT AREA  
COLENDON ROAD, NORTHLEIGH, KENT DA11 9AB  
Teacher of Mathematics, scale 1, required for this expanding 11-18 year school. The use of the subject is essential, and comprehensive training in the use of new technology will be given. Applications will be welcomed from teachers new to the profession, or the subject, who can offer excellent guidance and support. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**SOUTHERN HIGH SCHOOL**  
Singlewell Road, Gravesend, Kent DA11 9AB  
Tel: Gravesend 65814 or 65588  
Required for April 1987 a teacher of Mathematics, Scale 1, to teach to O level and to teach all abilities from the subject in this busy department. Apply direct to the Headmaster at the school giving full curriculum vitae and details of two referees. Possibility of help with temporary housing in approved areas. (48347) 133422

**ST. JOHN'S RC**  
CONVENT SCHOOL  
Rochester Road, Gravesend, Kent DA11 9JW  
Required for September 1987. Scale 1 Teacher of Mathematics to teach to O level and to teach to A level. The school is a member of the Kent Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**MID KENT AREA**  
ST. JOHN'S RC  
CONVENT SCHOOL  
Rochester Road, Gravesend, Kent DA11 9JW  
Required for September 1987. Scale 1 Teacher of Mathematics to teach to O level and to teach to A level. The school is a member of the Kent Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**EAST SUSSEX**  
LONGHILL SCHOOL  
Palmer Road, Hove, Brighton BN1 7FR  
Roll: 512  
Contact: Mr. 1987; Mathematics Specialist (Scale 1). Scale 1 post available for suitably experienced teachers. Relocation grants in approved areas. Forms (see please) and returnable to: Head Teacher. (48517) 133422

**MANCHESTER**  
ST. BEDE'S COLLEGE  
Mathematics Section.  
(48751) 133420

**TRAFFORD**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**NORTHUMBERLAND**  
KING EDWARD VI SCHOOL  
West Collingwood Road, Morpeth, Northumberland NE26 1JN  
Group 12, 13-18 Voluntary Co-educational School. Mathematics Teacher (Scale 1).  
Required from September 1987 to teach to O level and to teach to A level (Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**SUFFOLK**  
COUNTY COUNCIL  
NEWMARKET UPPER  
SCHOOL  
Exning Road, Newmarket, Suffolk CB8 7JN  
(mixed comprehensive 13-18: 850 on roll)  
Required for September 1987. Scale 1 Teacher of Mathematics (Scale 1) to teach to O level and to teach to A level. The school is a member of the Suffolk Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**SURREY**  
EDUCATION COMMITTEE  
EPSOM HIGH SCHOOL  
Longwood Road, Epsom, Surrey, Surrey  
Roll: 547 mixed all ability.  
Required April or earlier if possible. Teacher of Mathematics to join a department which offers the full range of Mathematics to O and A level. An interest in the development of computing would be an advantage as the school hopes to be involved in Hertfordshire's computer project. Further details available on receipt of a.s.e. Apply by letter to the Headmaster at the school giving details of curriculum vitae and names and addresses of two referees. (48083) 133422

**SURREY**  
EDUCATION COMMITTEE  
EPSOM HIGH SCHOOL  
Longwood Road, Epsom, Surrey, Surrey  
Roll: 547 mixed all ability.  
Required April or earlier if possible. Teacher of Mathematics to join a department which offers the full range of Mathematics to O and A level. An interest in the development of computing would be an advantage as the school hopes to be involved in Hertfordshire's computer project. Further details available on receipt of a.s.e. Apply by letter to the Headmaster at the school giving details of curriculum vitae and names and addresses of two referees. (48083) 133422

**SURREY**  
EDUCATION COMMITTEE  
EPSOM HIGH SCHOOL  
Longwood Road, Epsom, Surrey, Surrey  
Roll: 547 mixed all ability.  
Required April or earlier if possible. Teacher of Mathematics to join a department which offers the full range of Mathematics to O and A level. An interest in the development of computing would be an advantage as the school hopes to be involved in Hertfordshire's computer project. Further details available on receipt of a.s.e. Apply by letter to the Headmaster at the school giving details of curriculum vitae and names and addresses of two referees. (48083) 133422

**EAST SUSSEX**  
LONGHILL SCHOOL  
Palmer Road, Hove, Brighton BN1 7FR  
Roll: 512  
Contact: Mr. 1987; Mathematics Specialist (Scale 1). Scale 1 post available for suitably experienced teachers. Relocation grants in approved areas. Forms (see please) and returnable to: Head Teacher. (48517) 133422

**MANCHESTER**  
ST. BEDE'S COLLEGE  
Mathematics Section.  
(48751) 133420

**TRAFFORD**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

## Modern Languages

### Heads of Department

**ESSEX**  
BRAYS GROVE SCHOOL  
Tracy Road, Harlow, Essex, Essex  
Roll: 150  
Required for September 1987. Scale 1 Teacher of Modern Languages (French and German) to teach to O level and to teach to A level. The school is a member of the Essex Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**LINCOLNSHIRE**  
CALSTOR GRAMMAR  
SCHOOL  
Calsthor, Lincoln LN7 6QJ  
Roll: 150  
Required for September 1987. Scale 1 Teacher of Modern Languages (French and German) to teach to O level and to teach to A level. The school is a member of the Lincolnshire Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**NORTHAMPTONSHIRE**  
NORTHAMPTON SCHOOL  
Billing Road, Northampton NN1 8RT  
Roll: 150  
Required for September 1987. Scale 1 Teacher of Modern Languages (French and German) to teach to O level and to teach to A level. The school is a member of the Northamptonshire Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**SURREY**  
EDUCATION COMMITTEE  
EPSOM HIGH SCHOOL  
Longwood Road, Epsom, Surrey, Surrey  
Roll: 547 mixed all ability.  
Required April or earlier if possible. Teacher of Mathematics to join a department which offers the full range of Mathematics to O and A level. An interest in the development of computing would be an advantage as the school hopes to be involved in Hertfordshire's computer project. Further details available on receipt of a.s.e. Apply by letter to the Headmaster at the school giving details of curriculum vitae and names and addresses of two referees. (48083) 133422

**SURREY**  
EDUCATION COMMITTEE  
EPSOM HIGH SCHOOL  
Longwood Road, Epsom, Surrey, Surrey  
Roll: 547 mixed all ability.  
Required April or earlier if possible. Teacher of Mathematics to join a department which offers the full range of Mathematics to O and A level. An interest in the development of computing would be an advantage as the school hopes to be involved in Hertfordshire's computer project. Further details available on receipt of a.s.e. Apply by letter to the Headmaster at the school giving details of curriculum vitae and names and addresses of two referees. (48083) 133422

**EAST SUSSEX**  
LONGHILL SCHOOL  
Palmer Road, Hove, Brighton BN1 7FR  
Roll: 512  
Contact: Mr. 1987; Mathematics Specialist (Scale 1). Scale 1 post available for suitably experienced teachers. Relocation grants in approved areas. Forms (see please) and returnable to: Head Teacher. (48517) 133422

**MANCHESTER**  
ST. BEDE'S COLLEGE  
Mathematics Section.  
(48751) 133420

**TRAFFORD**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

## LIVERPOOL

**ASSISTANT HEAD OF DEPARTMENT**  
FOR FRENCH  
Scale 2  
SHORTRIDGE SCHOOL  
Comprehensive School  
Dingle Vale, Liverpool L15 8JL  
(Mixed) (B.P. School)  
Required for September 1987. Scale 2 Teacher of French to teach to O level and to teach to A level. The school is a member of the Liverpool Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**LIVERPOOL**  
ASSISTANT HEAD OF DEPARTMENT  
FOR FRENCH  
Scale 2  
SHORTRIDGE SCHOOL  
Comprehensive School  
Dingle Vale, Liverpool L15 8JL  
(Mixed) (B.P. School)  
Required for September 1987. Scale 2 Teacher of French to teach to O level and to teach to A level. The school is a member of the Liverpool Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**NORTHAMPTONSHIRE**  
NORTHAMPTON SCHOOL  
Billing Road, Northampton NN1 8RT  
Roll: 150  
Required for September 1987. Scale 1 Teacher of Modern Languages (French and German) to teach to O level and to teach to A level. The school is a member of the Northamptonshire Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**SURREY**  
EDUCATION COMMITTEE  
EPSOM HIGH SCHOOL  
Longwood Road, Epsom, Surrey, Surrey  
Roll: 547 mixed all ability.  
Required April or earlier if possible. Teacher of Mathematics to join a department which offers the full range of Mathematics to O and A level. An interest in the development of computing would be an advantage as the school hopes to be involved in Hertfordshire's computer project. Further details available on receipt of a.s.e. Apply by letter to the Headmaster at the school giving details of curriculum vitae and names and addresses of two referees. (48083) 133422

**SURREY**  
EDUCATION COMMITTEE  
EPSOM HIGH SCHOOL  
Longwood Road, Epsom, Surrey, Surrey  
Roll: 547 mixed all ability.  
Required April or earlier if possible. Teacher of Mathematics to join a department which offers the full range of Mathematics to O and A level. An interest in the development of computing would be an advantage as the school hopes to be involved in Hertfordshire's computer project. Further details available on receipt of a.s.e. Apply by letter to the Headmaster at the school giving details of curriculum vitae and names and addresses of two referees. (48083) 133422

**EAST SUSSEX**  
LONGHILL SCHOOL  
Palmer Road, Hove, Brighton BN1 7FR  
Roll: 512  
Contact: Mr. 1987; Mathematics Specialist (Scale 1). Scale 1 post available for suitably experienced teachers. Relocation grants in approved areas. Forms (see please) and returnable to: Head Teacher. (48517) 133422

**MANCHESTER**  
ST. BEDE'S COLLEGE  
Mathematics Section.  
(48751) 133420

**TRAFFORD**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

## SECONDARY MODERN LANGUAGES continued

**HAVING**  
LONDON BOROUGH OF  
REDFORD PARK SCHOOL  
Appley Drive, Romford RM3 7JL  
Tel: Ingersburg 71331  
Headteacher: R. J. Bracken.  
Required as soon as possible for two terms in the first instance to teach to O level, to teach to fifth year level. Closing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (48341) 133422

**HAVING**  
LONDON BOROUGH OF  
REDFORD PARK SCHOOL  
Appley Drive, Romford RM3 7JL  
Tel: Ingersburg 71331  
Headteacher: R. J. Bracken.  
Required as soon as possible for two terms in the first instance to teach to O level, to teach to fifth year level. Closing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (48341) 133422

**HAVING**  
LONDON BOROUGH OF  
REDFORD PARK SCHOOL  
Appley Drive, Romford RM3 7JL  
Tel: Ingersburg 71331  
Headteacher: R. J. Bracken.  
Required as soon as possible for two terms in the first instance to teach to O level, to teach to fifth year level. Closing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (48341) 133422

**HAVING**  
LONDON BOROUGH OF  
REDFORD PARK SCHOOL  
Appley Drive, Romford RM3 7JL  
Tel: Ingersburg 71331  
Headteacher: R. J. Bracken.  
Required as soon as possible for two terms in the first instance to teach to O level, to teach to fifth year level. Closing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (48341) 133422

**HAVING**  
LONDON BOROUGH OF  
REDFORD PARK SCHOOL  
Appley Drive, Romford RM3 7JL  
Tel: Ingersburg 71331  
Headteacher: R. J. Bracken.  
Required as soon as possible for two terms in the first instance to teach to O level, to teach to fifth year level. Closing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (48341) 133422

**EAST SUSSEX**  
LONGHILL SCHOOL  
Palmer Road, Hove, Brighton BN1 7FR  
Roll: 512  
Contact: Mr. 1987; Mathematics Specialist (Scale 1). Scale 1 post available for suitably experienced teachers. Relocation grants in approved areas. Forms (see please) and returnable to: Head Teacher. (48517) 133422

**MANCHESTER**  
ST. BEDE'S COLLEGE  
Mathematics Section.  
(48751) 133420

**TRAFFORD**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

## HERTFORDSHIRE

**HABERDAHERS' ASKE'S**  
SCHOOL FOR GIRLS  
Barnet, Herts. SG9 6JL  
Tel: Barnet 313011  
Required for September 1987. Scale 1 Teacher of French to teach to O level and to teach to A level. The school is a member of the Hertfordshire Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**HABERDAHERS' ASKE'S**  
SCHOOL FOR GIRLS  
Barnet, Herts. SG9 6JL  
Tel: Barnet 313011  
Required for September 1987. Scale 1 Teacher of French to teach to O level and to teach to A level. The school is a member of the Hertfordshire Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**HABERDAHERS' ASKE'S**  
SCHOOL FOR GIRLS  
Barnet, Herts. SG9 6JL  
Tel: Barnet 313011  
Required for September 1987. Scale 1 Teacher of French to teach to O level and to teach to A level. The school is a member of the Hertfordshire Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**HABERDAHERS' ASKE'S**  
SCHOOL FOR GIRLS  
Barnet, Herts. SG9 6JL  
Tel: Barnet 313011  
Required for September 1987. Scale 1 Teacher of French to teach to O level and to teach to A level. The school is a member of the Hertfordshire Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**HABERDAHERS' ASKE'S**  
SCHOOL FOR GIRLS  
Barnet, Herts. SG9 6JL  
Tel: Barnet 313011  
Required for September 1987. Scale 1 Teacher of French to teach to O level and to teach to A level. The school is a member of the Hertfordshire Schools' Association. Further details and application forms available on request. Headmaster, Mr. J. M. Heston, M.A., who will provide further details on receipt of a.s.e. Closing date: 27/2/87. Possibility of help with temporary housing in approved areas. (48347) 133422

**EAST SUSSEX**  
LONGHILL SCHOOL  
Palmer Road, Hove, Brighton BN1 7FR  
Roll: 512  
Contact: Mr. 1987; Mathematics Specialist (Scale 1). Scale 1 post available for suitably experienced teachers. Relocation grants in approved areas. Forms (see please) and returnable to: Head Teacher. (48517) 133422

**MANCHESTER**  
ST. BEDE'S COLLEGE  
Mathematics Section.  
(48751) 133420

**TRAFFORD**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBRANCE  
Gillingbourne, Kent ME10 1JN  
Required in September at this 4-Form entry Selective School for boys, to teach to O level Statistics and/or Computing at least G.C.S.E. Post holder to be a qualified teacher or experienced teacher. Headmaster at the school. (48347) 133422

**WIRRAL**  
METROPOLITAN BOROUGH  
EDUCATION DEPARTMENT  
SCHOOL OF REMEMBR



## SECONDARY MUSIC

continued

## HERTFORDSHIRE

**STANFORD HIGH SCHOOL**  
Lancaster Road, Herts. AL8 5YR  
Tel: 045 541 755  
Headmaster: D. J. Hitchin  
M.A.  
School Roll: 860 boys and girls; 140 in Sixth Form  
Required for September 1987, an enthusiastic and able teacher to teach Music to all levels in the school. The successful candidate will be primarily placed in the Music Department but it is essential that he/she will be made to the teaching of Religious Education to the school (Scale 11).  
Closing date 10 days from publication.  
An equal opportunity employer.  
Applications, with curriculum vitae and references, to the Headmaster, 133822 (48555) 133822

## HILLINGDON

**LONDON BOROUGH OF HILLINGDON**  
PERIPATETIC MUSIC TEACHER, SECONDARY SCHOOLS  
CLARINET/WOODWIND TEACHER, Scale 2

A suitably qualified teacher is required to coordinate, plan and deliver in the borough. The successful candidate will be responsible for all clarinet teaching to the school and will work with general woodwind section at elementary level.  
Further details and application forms available from the Director of Education.  
Outer London Allowance Payable. (48696) 133820

## KENT

**COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
SOUTH KENT AREA  
SCHOOL OF MUSIC

A committed teacher, dedicated to the teaching of music-making by all children, is sought. The additional point is available for teaching Creative and Performing Arts, presently in 1987.  
Further details and application forms from the Headmaster, 133820 (48697) 133820

## KENT

**COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
SOUTH KENT AREA  
SCHOOL OF MUSIC

A committed teacher, dedicated to the teaching of music-making by all children, is sought. The additional point is available for teaching Creative and Performing Arts, presently in 1987.  
Further details and application forms from the Headmaster, 133820 (48697) 133820

# Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

Unless otherwise stated the following are required for 1st September, 1987 and the closing date is 28th February, 1987.

## SECONDARY SCHOOLS

Application forms/further details from/to the Headteacher at the school. SAE please.

## Re-advertisement

**LANCASTER OUR LADY'S RC HIGH SCHOOL (AIDED)**  
Morecambe Road, Lancaster (946 on Roll 11-18 mixed)

## SCALE 3 - SECOND IN MATHEMATICS DEPARTMENT

**ACCRINGTON THE HOLLINS COUNTY HIGH**  
Hollins Lane, Accrington (750 on Roll)  
1st May, 1987 or as soon as possible thereafter.

## SCALE 2

Responsible for Art in the CDT Dept.  
Art and Pottery Desirable. Please state other subjects.

## LANCASTER OUR LADY'S RC HIGH SCHOOL (AIDED)

Morecambe Road, Lancaster (946 on Roll 11-18 mixed)

## SCALE 1 - MATHEMATICS

An interest in computing an advantage.

## BLACKPOOL GREENLANDS HIGH

Blackpool Road, Blackpool (1,078 on Roll incl. 61 in 6th form)

## SCALE 1 - PHYSICS

Ability to teach to 'O' and 'A' level required.

## BROUGHTON COUNTY HIGH

Woodhampden Lane, Broughton, Preston (885 on Roll)

## SCALE 1 - BIOLOGY &amp; GENERAL SCIENCE (TO GCSE LEVEL)

Graduates preferred.

## BILLINGTON ST AUGUSTINES RC HIGH (AIDED)

Eller Lane, Billington (960 on Roll)

## SCALE 1 - MATHEMATICS

Accrington St Christophers CE High (SPECIAL AGREEMENT)  
Queens Road West, Accrington (838 on Roll)

## SCALE 1 - TEACHER OF PHYSICS WITH SOME CHEMISTRY

**WHITWORTH HIGH**  
Hillfield, Whitworth, Rochdale (380 on Roll)  
1st May, 1987.

## SCALE 1 - HISTORY

**NEILSON WALTON HIGH**  
Orford Road, Nelson (864 on Roll)

## SCALE 1 - LATIN AND CLASSICAL

Temporary Post for 1 year. (11826)

## Scale 1 Posts

**STAFFORDSHIRE**  
ST. JOHN FISHER R.C. (A)  
Aston Road, Stoke-on-Trent  
Required for September 1987, an enthusiastic and able teacher to teach Music to all levels in the school. The successful candidate will be primarily placed in the Music Department but it is essential that he/she will be made to the teaching of Religious Education to the school (Scale 11).  
Closing date 10 days from publication.  
An equal opportunity employer.  
Applications, with curriculum vitae and references, to the Headmaster, 133822 (48555) 133822

## HAMPSTIRE

**JOHN HANSON COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
SOUTH KENT AREA  
SCHOOL OF MUSIC

A committed teacher, dedicated to the teaching of music-making by all children, is sought. The additional point is available for teaching Creative and Performing Arts, presently in 1987.  
Further details and application forms from the Headmaster, 133820 (48697) 133820

## HERTFORDSHIRE

**HEMEL HEMPSTEAD**  
Heath Lane, Hemel Hempstead, Herts. HP1 1TX  
950 mixed (130 in 6th form)

Required for September 1987, an enthusiastic and able teacher to teach Music to all levels in the school. The successful candidate will be primarily placed in the Music Department but it is essential that he/she will be made to the teaching of Religious Education to the school (Scale 11).  
Closing date 10 days from publication.  
An equal opportunity employer.  
Applications, with curriculum vitae and references, to the Headmaster, 133822 (48555) 133822

## KENT

**COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
SOUTH KENT AREA  
SCHOOL OF MUSIC

A committed teacher, dedicated to the teaching of music-making by all children, is sought. The additional point is available for teaching Creative and Performing Arts, presently in 1987.  
Further details and application forms from the Headmaster, 133820 (48697) 133820

# Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

Unless otherwise stated the following are required for 1st September, 1987 and the closing date is 28th February, 1987.

## SECONDARY SCHOOLS

Application forms/further details from/to the Headteacher at the school. SAE please.

## Re-advertisement

**LANCASTER OUR LADY'S RC HIGH SCHOOL (AIDED)**  
Morecambe Road, Lancaster (946 on Roll 11-18 mixed)

## SCALE 3 - SECOND IN MATHEMATICS DEPARTMENT

**ACCRINGTON THE HOLLINS COUNTY HIGH**  
Hollins Lane, Accrington (750 on Roll)  
1st May, 1987 or as soon as possible thereafter.

## SCALE 2

Responsible for Art in the CDT Dept.  
Art and Pottery Desirable. Please state other subjects.

## LANCASTER OUR LADY'S RC HIGH SCHOOL (AIDED)

Morecambe Road, Lancaster (946 on Roll 11-18 mixed)

## SCALE 1 - MATHEMATICS

An interest in computing an advantage.

## BLACKPOOL GREENLANDS HIGH

Blackpool Road, Blackpool (1,078 on Roll incl. 61 in 6th form)

## SCALE 1 - PHYSICS

Ability to teach to 'O' and 'A' level required.

## BROUGHTON COUNTY HIGH

Woodhampden Lane, Broughton, Preston (885 on Roll)

## SCALE 1 - BIOLOGY &amp; GENERAL SCIENCE (TO GCSE LEVEL)

Graduates preferred.

## BILLINGTON ST AUGUSTINES RC HIGH (AIDED)

Eller Lane, Billington (960 on Roll)

## SCALE 1 - MATHEMATICS

Accrington St Christophers CE High (SPECIAL AGREEMENT)  
Queens Road West, Accrington (838 on Roll)

## SCALE 1 - TEACHER OF PHYSICS WITH SOME CHEMISTRY

**WHITWORTH HIGH**  
Hillfield, Whitworth, Rochdale (380 on Roll)  
1st May, 1987.

## SCALE 1 - HISTORY

**NEILSON WALTON HIGH**  
Orford Road, Nelson (864 on Roll)

## SCALE 1 - LATIN AND CLASSICAL

Temporary Post for 1 year. (11826)

## Scale 1 Posts

**STAFFORDSHIRE**  
ST. JOHN FISHER R.C. (A)  
Aston Road, Stoke-on-Trent  
Required for September 1987, an enthusiastic and able teacher to teach Music to all levels in the school. The successful candidate will be primarily placed in the Music Department but it is essential that he/she will be made to the teaching of Religious Education to the school (Scale 11).  
Closing date 10 days from publication.  
An equal opportunity employer.  
Applications, with curriculum vitae and references, to the Headmaster, 133822 (48555) 133822

## HAMPSTIRE

**JOHN HANSON COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
SOUTH KENT AREA  
SCHOOL OF MUSIC

A committed teacher, dedicated to the teaching of music-making by all children, is sought. The additional point is available for teaching Creative and Performing Arts, presently in 1987.  
Further details and application forms from the Headmaster, 133820 (48697) 133820

## HERTFORDSHIRE

**HEMEL HEMPSTEAD**  
Heath Lane, Hemel Hempstead, Herts. HP1 1TX  
950 mixed (130 in 6th form)

Required for September 1987, an enthusiastic and able teacher to teach Music to all levels in the school. The successful candidate will be primarily placed in the Music Department but it is essential that he/she will be made to the teaching of Religious Education to the school (Scale 11).  
Closing date 10 days from publication.  
An equal opportunity employer.  
Applications, with curriculum vitae and references, to the Headmaster, 133822 (48555) 133822

## KENT

**COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
SOUTH KENT AREA  
SCHOOL OF MUSIC

A committed teacher, dedicated to the teaching of music-making by all children, is sought. The additional point is available for teaching Creative and Performing Arts, presently in 1987.  
Further details and application forms from the Headmaster, 133820 (48697) 133820

# Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

Unless otherwise stated the following are required for 1st September, 1987 and the closing date is 28th February, 1987.

## SECONDARY SCHOOLS

Application forms/further details from/to the Headteacher at the school. SAE please.

## Re-advertisement

**LANCASTER OUR LADY'S RC HIGH SCHOOL (AIDED)**  
Morecambe Road, Lancaster (946 on Roll 11-18 mixed)

## SCALE 3 - SECOND IN MATHEMATICS DEPARTMENT

**ACCRINGTON THE HOLLINS COUNTY HIGH**  
Hollins Lane, Accrington (750 on Roll)  
1st May, 1987 or as soon as possible thereafter.

## SCALE 2

Responsible for Art in the CDT Dept.  
Art and Pottery Desirable. Please state other subjects.

## LANCASTER OUR LADY'S RC HIGH SCHOOL (AIDED)

Morecambe Road, Lancaster (946 on Roll 11-18 mixed)

## SCALE 1 - MATHEMATICS

An interest in computing an advantage.

## BLACKPOOL GREENLANDS HIGH

Blackpool Road, Blackpool (1,078 on Roll incl. 61 in 6th form)

## SCALE 1 - PHYSICS

Ability to teach to 'O' and 'A' level required.

## BROUGHTON COUNTY HIGH

Woodhampden Lane, Broughton, Preston (885 on Roll)

## SCALE 1 - BIOLOGY &amp; GENERAL SCIENCE (TO GCSE LEVEL)

Graduates preferred.

## BILLINGTON ST AUGUSTINES RC HIGH (AIDED)

Eller Lane, Billington (960 on Roll)

## SCALE 1 - MATHEMATICS

Accrington St Christophers CE High (SPECIAL AGREEMENT)  
Queens Road West, Accrington (838 on Roll)

## SCALE 1 - TEACHER OF PHYSICS WITH SOME CHEMISTRY

**WHITWORTH HIGH**  
Hillfield, Whitworth, Rochdale (380 on Roll)  
1st May, 1987.

## SCALE 1 - HISTORY

**NEILSON WALTON HIGH**  
Orford Road, Nelson (864 on Roll)

## SCALE 1 - LATIN AND CLASSICAL

Temporary Post for 1 year. (11826)

## Scale 1 Posts

**BUCKINGHAMSHIRE**  
Equal Opportunity Employer  
RECONSTRUCTION/CHILTERN  
A.C. (AIDED)  
D.N. CHALLONER'S  
GRAMMAR SCHOOL  
Chilton Road, Chilton, Bucks.  
Tel: 0494 21685  
Head: Mr. J.A. Loughrey  
R.D. 11/80  
Required for September 1987, an enthusiastic and able teacher to teach Music to all levels in the school. The successful candidate will be primarily placed in the Music Department but it is essential that he/she will be made to the teaching of Religious Education to the school (Scale 11).  
Closing date 10 days from publication.  
An equal opportunity employer.  
Applications, with curriculum vitae and references, to the Headmaster, 133822 (48555) 133822

## CROYDON

**LONDON BOROUGH OF CROYDON**  
EDUCATION COMMITTEE  
TAUNTON MANOR HIGH  
Homefield Road, Old Coulsdon, Surrey CR3 1ES  
Tel: 01-776 0230

To: Act as a Support in charge of P.E. Department with particular responsibility for the school's P.E. The school is developing as a 6 form school and has a strong commitment to extra-curricular activity in sports.

Salary: Rurnham Scale 1 with a possibility of a Scale 2 for suitable applicant.

Tenable: April 1987.

Please apply to the Head Teacher.

Closing date: 27th February 1987. 134222 (48564)

**LEICESTERSHIRE COUNTY COUNCIL**  
An Equal Opportunity Employer

**KING EDWARD VII**  
Warren Hill Road, Coalville, Leicestershire (14-18)

NOR: 1033

SCALE 1

Required as soon as possible to cover maternity leave, a teacher of 4th and 5th year, experience in P.E. in addition to core subjects.

Please contact the Headmaster for further details and application forms. SAE. Closing date: 27th February 1987. 134222 (48564)

**CROYDON**  
LONDON BOROUGH OF CROYDON

**EDENHAM HIGH SCHOOL**  
Edenham Way, Shirley, Croydon, Surrey

Tel: 01-776 0230

A full time teacher of Girls' P.E. is required to teach to the school's P.E. Department. The school is developing as a 6 form school and has a strong commitment to extra-curricular activity in sports.

Salary: Rurnham Scale 1 with a possibility of a Scale 2 for suitable applicant.

Tenable: April 1987.

Please apply to the Head Teacher.

Closing date: 27th February 1987. 134222 (48564)

**LEICESTERSHIRE COUNTY COUNCIL**  
An Equal Opportunity Employer

**KING EDWARD VII**  
Warren Hill Road, Coalville, Leicestershire (14-18)

NOR: 1033

SCALE 1

Required as soon as possible to cover maternity leave, a teacher of 4th and 5th year, experience in P.E. in addition to core subjects.

Please contact the Headmaster for further details and application forms. SAE. Closing date: 27th February 1987. 134222 (48564)

**CROYDON**  
LONDON BOROUGH OF CROYDON

**EDENHAM HIGH SCHOOL**  
Edenham Way, Shirley, Croydon, Surrey

Tel: 01-776 0230

A full time teacher of Girls' P.E. is required to teach to the school's P.E. Department. The school is developing as a 6 form school and has a strong commitment to extra-curricular activity in sports.

Salary: Rurnham Scale 1 with a possibility of a Scale 2 for suitable applicant.

Tenable: April 1987.

Please apply to the Head Teacher.

Closing date: 27th February 1987. 134222 (48564)

**LEICESTERSHIRE COUNTY COUNCIL**  
An Equal Opportunity Employer

**KING EDWARD VII**  
Warren Hill Road, Coalville, Leicestershire (14-18)

NOR: 1033

SCALE 1

Required as soon as possible to cover maternity leave, a teacher of 4th and 5th year, experience in P.E. in addition to core subjects.

Please contact the Headmaster for further details and application forms. SAE. Closing date: 27th February 1987. 134222 (48564)

**CROYDON**  
LONDON BOROUGH OF CROYDON

**EDENHAM HIGH SCHOOL**  
Edenham Way, Shirley, Croydon, Surrey

Tel: 01-776 0230

A full time teacher of Girls' P.E. is required to teach to the school's P.E. Department. The school is developing as a 6 form school and has a strong commitment to extra-curricular activity in sports.

Salary: Rurnham Scale 1 with a possibility of a Scale 2 for suitable applicant.

Tenable: April 1987.

Please apply to the Head Teacher.

Closing date: 27th February 1987. 134222 (48564)

**LEICESTERSHIRE COUNTY COUNCIL**  
An Equal Opportunity Employer

**KING EDWARD VII**  
Warren Hill Road, Coalville, Leicestershire (14-18)

NOR: 1033

SCALE 1

## Scale 1 Posts

**BUCKINGHAMSHIRE**  
Equal Opportunity Employer  
RECONSTRUCTION/CHILTERN  
A.C. (AIDED)  
D.N. CHALLONER'S  
GRAMMAR SCHOOL  
Chilton Road, Chilton, Bucks.  
Tel: 0494 21685  
Head: Mr. J.A. Loughrey  
R.D. 11/80  
Required for September 1987, an enthusiastic and able teacher to teach Music to all levels in the school. The successful candidate will be primarily placed in the Music Department but it is essential that he/she will be made to the teaching of Religious Education to the school (Scale 11).  
Closing date 10 days from publication.  
An equal opportunity employer.  
Applications, with curriculum vitae and references, to the Headmaster, 133822 (48555) 133822

## CROYDON

**LONDON BOROUGH OF CROYDON**  
EDUCATION COMMITTEE  
TAUNTON MANOR HIGH  
Homefield Road, Old Coulsdon, Surrey CR3 1ES  
Tel: 01-776 0230

To: Act as a Support in charge of P.E. Department with particular responsibility for the school's P.E. The school is developing as a 6 form school and has a strong commitment to extra-curricular activity in sports.

Salary: Rurnham Scale 1 with a possibility of a Scale 2 for suitable applicant.

Tenable: April 1987.

Please apply to the Head Teacher.

Closing date: 27th February 1987. 134222 (48564)

**LEICESTERSHIRE COUNTY COUNCIL**  
An Equal Opportunity Employer

**KING EDWARD VII**  
Warren Hill Road, Coalville, Leicestershire (14-18)

NOR: 1033

SCALE 1

Required as soon as possible to cover maternity leave, a teacher of 4th and 5th year, experience in P.E. in addition to core subjects.

Please contact the Headmaster for further details and application forms. SAE. Closing date: 27th February 1987. 134222 (48564)

**CROYDON**  
LONDON BOROUGH OF CROYDON

**EDENHAM HIGH SCHOOL**  
Edenham Way, Shirley, Croydon, Surrey

Tel: 01-776 0230

A full time teacher of Girls' P.E. is required to teach to the school's P.E. Department. The school is developing as a 6 form school and has a strong commitment to extra-curricular activity in sports.



## SECONDARY SCIENCE

continued

**KENT**  
**CRANBROOK SCHOOL**  
Kilnwood Road, Cranbrook, Kent TN11 7JL  
Required for September 1987, a well qualified teacher of Chemistry to teach throughout the school in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**KINGSTON UPON THAMES**  
**ROYAL HOLLOWAY SCHOOL**  
Egham Road, Kingston, Surrey KT1 1AA  
A voluntary aided school with 1000 pupils. The school is seeking a well qualified young teacher to teach Physics in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON SW6**  
**THE LONDON ORATORY SCHOOL**  
St. George's Road, London SW6 TR 0 1  
The school is a voluntary aided school in the trusteeship of the Oratory of St. George's. There are 100 boys and 40 girls in the school. The school is seeking a well qualified young teacher to teach Science in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

## NORTHAMPTONSHIRE

**CORRY BEANFIELD COMPREHENSIVE SCHOOL**  
Gleatonbury Road, Corby, Northants NN18 0AA  
SCIENCE TEACHER - Scale 1  
Required for 27th April or 1st September, 1987.  
A full time teacher of Science is required to join a lively, well motivated department of five other teachers. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**OXFORDSHIRE**  
**CHENEY SCHOOL**  
Cheney Lane, Henington, Oxford OX3 7QH  
Required for September, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SHROPSHIRE**  
**NEWPORT ADAMS SCHOOL**  
Newport, Shropshire  
Required for September 1987, a well qualified young teacher to teach Science in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

WELBECK COLLEGE  
Assistant Master  
(Mathematics)

Welbeck College, near Worksop in Nottinghamshire, is the Army's prestigious sixth-form science college, where 150 boarding students follow a two-year 'A' level course in preparation for Sandhurst, university and a commission into one of the Army's technical corps.

Every student at Welbeck studies Mathematics to 'A' level, a high proportion studying pure and applied mathematics as separate subjects. The successful candidate for the vacancy of Assistant Master will arise in the Mathematics Department of the College in September, 1987, will have a substantial share of 'double maths'.

The Ministry of Defence invites applications from men and women holding an honours degree, preferably with a recognised teaching certificate and/or relevant teaching experience in addition. Experience of computers is desirable. All teachers are required to help with extra-curricular activities and preference will be given to those prospective candidates who offer definite contributions to games or the Combined Cadet Force. Salary will be in accordance with Burnham Primary and Secondary Scale 2, plus a pensionable Boarding School Allowance (currently £2417 per annum).

Further information together with application forms may be obtained by WRITING ONLY PLEASE TO: MOD, CM(5)1d, Room 665A, St Christopher House, Southwick Street, London SE1 0TD, to whom they must be returned by 18 March, 1987 quoting ref AW1704.

Those who wish to discuss the work of the College and this post in particular may do so by telephoning the Principal (0959 476326).

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER.

MINISTRY OF DEFENCE

## OXFORDSHIRE

**CHENEY SCHOOL**  
Cheney Lane, Henington, Oxford OX3 7QH  
Required for September, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SHROPSHIRE**  
**NEWPORT ADAMS SCHOOL**  
Newport, Shropshire  
Required for September 1987, a well qualified young teacher to teach Science in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

## Scale 1 Posts

**CROYDON**  
**LONDON BOROUGH OF CROYDON**  
EDENHAM HIGH SCHOOL  
Orchard Way, Shirley, Croydon, Surrey CR0 1NT  
Tel: 01-776 0200  
A teacher is required for Drama on Tuesday and Friday afternoons. The school has a strong tradition in Drama and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**HAMPSHIRE**  
**JOHN HANSON COUNTY SECONDARY COMPREHENSIVE MIXED SCHOOL**  
Croyde Close, Andover SP10 2JL  
TEACHER OF MUSIC AND/OR DRAMA SCALE 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

## Technology

Scale 2 Posts and above

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Equal Opportunity Employer  
15-18 Comprehensive, 884 on Roll, 165 in Sixth Form  
Required for September, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SURREY**  
**EDUCATION COMMITTEE**  
SURREY SECONDARY SCHOOL  
Carlton Road, Redhill RH1 2DQ  
(Voluntary-aided CoE mixed school) 15-18 Comprehensive, 1100, Sixth Form 150  
Tel: Redhill 6780  
Required for September 1987, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SHROPSHIRE**  
**NEWPORT ADAMS SCHOOL**  
Newport, Shropshire  
Required for September 1987, a well qualified young teacher to teach Science in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

## Scale 1 Posts

**CROYDON**  
**LONDON BOROUGH OF CROYDON**  
EDENHAM HIGH SCHOOL  
Orchard Way, Shirley, Croydon, Surrey CR0 1NT  
Tel: 01-776 0200  
A teacher is required for Drama on Tuesday and Friday afternoons. The school has a strong tradition in Drama and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**HAMPSHIRE**  
**JOHN HANSON COUNTY SECONDARY COMPREHENSIVE MIXED SCHOOL**  
Croyde Close, Andover SP10 2JL  
TEACHER OF MUSIC AND/OR DRAMA SCALE 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

## Sixth Form and Tertiary Colleges

Heads of Department

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Equal Opportunity Employer  
15-18 Comprehensive, 884 on Roll, 165 in Sixth Form  
Required for September, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SURREY**  
**EDUCATION COMMITTEE**  
SURREY SECONDARY SCHOOL  
Carlton Road, Redhill RH1 2DQ  
(Voluntary-aided CoE mixed school) 15-18 Comprehensive, 1100, Sixth Form 150  
Tel: Redhill 6780  
Required for September 1987, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SHROPSHIRE**  
**NEWPORT ADAMS SCHOOL**  
Newport, Shropshire  
Required for September 1987, a well qualified young teacher to teach Science in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

## Scale 1 Posts

**CROYDON**  
**LONDON BOROUGH OF CROYDON**  
EDENHAM HIGH SCHOOL  
Orchard Way, Shirley, Croydon, Surrey CR0 1NT  
Tel: 01-776 0200  
A teacher is required for Drama on Tuesday and Friday afternoons. The school has a strong tradition in Drama and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**HAMPSHIRE**  
**JOHN HANSON COUNTY SECONDARY COMPREHENSIVE MIXED SCHOOL**  
Croyde Close, Andover SP10 2JL  
TEACHER OF MUSIC AND/OR DRAMA SCALE 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

## SURREY

**EDUCATION COMMITTEE**  
**WATKINS COLLEGE**  
Woking Road, Woking, Surrey GU24 0NF  
Required for April or May 1987, a well qualified young teacher to teach throughout the school in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SHROPSHIRE**  
**NEWPORT ADAMS SCHOOL**  
Newport, Shropshire  
Required for September 1987, a well qualified young teacher to teach Science in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

## Scale 1 Posts

**CROYDON**  
**LONDON BOROUGH OF CROYDON**  
EDENHAM HIGH SCHOOL  
Orchard Way, Shirley, Croydon, Surrey CR0 1NT  
Tel: 01-776 0200  
A teacher is required for Drama on Tuesday and Friday afternoons. The school has a strong tradition in Drama and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**HAMPSHIRE**  
**JOHN HANSON COUNTY SECONDARY COMPREHENSIVE MIXED SCHOOL**  
Croyde Close, Andover SP10 2JL  
TEACHER OF MUSIC AND/OR DRAMA SCALE 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

## SPECIAL EDUCATION

continued

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Equal Opportunity Employer  
15-18 Comprehensive, 884 on Roll, 165 in Sixth Form  
Required for September, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SURREY**  
**EDUCATION COMMITTEE**  
SURREY SECONDARY SCHOOL  
Carlton Road, Redhill RH1 2DQ  
(Voluntary-aided CoE mixed school) 15-18 Comprehensive, 1100, Sixth Form 150  
Tel: Redhill 6780  
Required for September 1987, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SHROPSHIRE**  
**NEWPORT ADAMS SCHOOL**  
Newport, Shropshire  
Required for September 1987, a well qualified young teacher to teach Science in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

## Scale 1 Posts

**CROYDON**  
**LONDON BOROUGH OF CROYDON**  
EDENHAM HIGH SCHOOL  
Orchard Way, Shirley, Croydon, Surrey CR0 1NT  
Tel: 01-776 0200  
A teacher is required for Drama on Tuesday and Friday afternoons. The school has a strong tradition in Drama and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**HAMPSHIRE**  
**JOHN HANSON COUNTY SECONDARY COMPREHENSIVE MIXED SCHOOL**  
Croyde Close, Andover SP10 2JL  
TEACHER OF MUSIC AND/OR DRAMA SCALE 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

## HEADS OF DEPARTMENT

continued

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Equal Opportunity Employer  
15-18 Comprehensive, 884 on Roll, 165 in Sixth Form  
Required for September, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SURREY**  
**EDUCATION COMMITTEE**  
SURREY SECONDARY SCHOOL  
Carlton Road, Redhill RH1 2DQ  
(Voluntary-aided CoE mixed school) 15-18 Comprehensive, 1100, Sixth Form 150  
Tel: Redhill 6780  
Required for September 1987, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SHROPSHIRE**  
**NEWPORT ADAMS SCHOOL**  
Newport, Shropshire  
Required for September 1987, a well qualified young teacher to teach Science in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

## Scale 1 Posts

**CROYDON**  
**LONDON BOROUGH OF CROYDON**  
EDENHAM HIGH SCHOOL  
Orchard Way, Shirley, Croydon, Surrey CR0 1NT  
Tel: 01-776 0200  
A teacher is required for Drama on Tuesday and Friday afternoons. The school has a strong tradition in Drama and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**HAMPSHIRE**  
**JOHN HANSON COUNTY SECONDARY COMPREHENSIVE MIXED SCHOOL**  
Croyde Close, Andover SP10 2JL  
TEACHER OF MUSIC AND/OR DRAMA SCALE 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

## Scale 2 Posts and above

continued

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Equal Opportunity Employer  
15-18 Comprehensive, 884 on Roll, 165 in Sixth Form  
Required for September, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SURREY**  
**EDUCATION COMMITTEE**  
SURREY SECONDARY SCHOOL  
Carlton Road, Redhill RH1 2DQ  
(Voluntary-aided CoE mixed school) 15-18 Comprehensive, 1100, Sixth Form 150  
Tel: Redhill 6780  
Required for September 1987, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SHROPSHIRE**  
**NEWPORT ADAMS SCHOOL**  
Newport, Shropshire  
Required for September 1987, a well qualified young teacher to teach Science in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

## Scale 1 Posts

**CROYDON**  
**LONDON BOROUGH OF CROYDON**  
EDENHAM HIGH SCHOOL  
Orchard Way, Shirley, Croydon, Surrey CR0 1NT  
Tel: 01-776 0200  
A teacher is required for Drama on Tuesday and Friday afternoons. The school has a strong tradition in Drama and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**HAMPSHIRE**  
**JOHN HANSON COUNTY SECONDARY COMPREHENSIVE MIXED SCHOOL**  
Croyde Close, Andover SP10 2JL  
TEACHER OF MUSIC AND/OR DRAMA SCALE 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

## SPECIAL EDUCATION

continued

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Equal Opportunity Employer  
15-18 Comprehensive, 884 on Roll, 165 in Sixth Form  
Required for September, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SURREY**  
**EDUCATION COMMITTEE**  
SURREY SECONDARY SCHOOL  
Carlton Road, Redhill RH1 2DQ  
(Voluntary-aided CoE mixed school) 15-18 Comprehensive, 1100, Sixth Form 150  
Tel: Redhill 6780  
Required for September 1987, a full-time teacher of BIOLOGY to A level and SCIENCE to GCSE level. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**SHROPSHIRE**  
**NEWPORT ADAMS SCHOOL**  
Newport, Shropshire  
Required for September 1987, a well qualified young teacher to teach Science in the 13-18 age range. The school has a strong tradition in Science and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**LONDON**  
**SLON-MANNING R.C. SCHOOL**  
St. Charles Square, London W1G 6EL  
Tel: 01-569 7111  
Headmaster: Sister D.M. Casey  
Required A.S.A.P. teacher of Science to cover maternity leave until end of Summer term. Upper and Lower School posts available. Including G.C.S.E. science. For application forms, (48145) 134822

## Scale 1 Posts

**CROYDON**  
**LONDON BOROUGH OF CROYDON**  
EDENHAM HIGH SCHOOL  
Orchard Way, Shirley, Croydon, Surrey CR0 1NT  
Tel: 01-776 0200  
A teacher is required for Drama on Tuesday and Friday afternoons. The school has a strong tradition in Drama and is well equipped with a variety of facilities. The Headmaster will be a suitable person to contact for further details.

**HAMPSHIRE**  
**JOHN HANSON COUNTY SECONDARY COMPREHENSIVE MIXED SCHOOL**  
Croyde Close, Andover SP10 2JL  
TEACHER OF MUSIC AND/OR DRAMA SCALE 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

**OLDHAM**  
**METROPOLITAN BOROUGH OF OLDHAM**  
EDUCATION COMMITTEE  
BRESZES HILL SCHOOL  
Roxbury Avenue, Oldham  
DRAMA TEACHER - Scale 1  
Required for April 1987. Apply to County Council, Education Department, for a policy of equality of opportunity. Applications, particularly welcome from people with disabilities. (48467) 135822

## DANESFORD, CONGLETON

Danesford is a Community Home with Education providing residential care and education for up to 45 boys. The Education unit is currently under review with the intention of creating an organisation which will provide integrated programmes of care and education for children whose ages range from 10 to 16. Maximum flexibility is required in order to incorporate a variety of teaching strategies which will cater for those requiring a primary/junior approach for the younger, less able children; a more useful secondary approach for the more able children; and a demanding programme for the more able and























**WAKEFIELD DISTRICT COLLEGE**

**Senior Lecturer  
— Business Studies**

Due to the current holder of this post having obtained a Head of Department appointment, there is a vacancy for a Senior Lecturer to co-ordinate the Business Studies Section within the Business and Related Studies Sector.

For further details and an application form please write, enclosing stamped addressed envelope, to, The Chief Education Officer, Wakefield Metropolitan District Council, 8 Bond Street, Wakefield WF1 2QL, to be returned by 3rd March, 1987.

(125)



## 75

**OFFER**

g  
**MENTS**  
uage  
n Language  
gland,  
Ireland  
**h Officer**

are subject to  
acceptance of  
pers Ltd,  
e available  
t.

on request.



## DEPARTMENT OF EDUCATION Initiatives to Increase Teacher Supply in Shortage Subjects

The Polytechnic has been awarded substantial funding by the National Advisory Body to support its special initiatives to increase teacher supply in Mathematics, Physics, and Craft, Design and Technology. The Department of Education is currently collaborating with the Departments of Science, Design and Computer Studies and Mathematics to plan new initial and in-service training courses in these areas. The Department now wishes to make the following appointments to assist its existing team of staff in the development and introduction of these courses. All posts are initially for one year from 1st April 1987, or as soon as possible thereafter, and applications will be welcomed from candidates who are able to arrange secondment from their present appointments.

## LECTURER II/SENIOR LECTURER IN MATHEMATICS EDUCATION (2 POSTS)

Ref No. L147

One of the appointees will be expected to play a major part in the development of a two-year BEd course for students with HND or equivalent level qualifications in mathematics and related subjects; the other will take a major responsibility within a retraining course in mathematics for teachers of other subjects.

## LECTURER II/SENIOR LECTURER IN CDT EDUCATION (2 POSTS)

Ref No. L148

One of these lecturers will work closely with local technical colleges in the development and teaching of CDT-specific Access courses to the Polytechnic's BEd degree; the other will have a major role in a retraining course for teachers without CDT teaching qualifications.

## LECTURER II/SENIOR LECTURER IN SCIENCE EDUCATION (1 POST)

Ref No. L149

The holder of this post will have a major responsibility for the development of a retraining course in physical science for teachers with initial training qualifications in other fields.

Candidates for all posts should have a strong background in teaching at school or college level, specialist knowledge of the relevant subject area and a broad grounding in educational studies. Experience in the field of pre-vocational education or of working with students from diverse backgrounds will be particularly welcome. Appointees will be expected to play a full part in the work of the Department and, where appropriate, will be given an opportunity to contribute to other courses.

**SALARY SCALE:**  
L1 £8,595-£12,516 (bar) - £13,556 per annum  
L2 £12,615-£14,820 (bar) - £15,873 per annum

For further details and an application form, to be returned by 18th February 1987, please contact the Personnel Office, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY or ring Bristol 65261 ext. 2218 or 2217.

Please quote above reference numbers in all communications.  
Avon is an Equal Opportunities Employer and considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation.  
County of Avon Education Service. (11694)

**Bristol Polytechnic** 

## UNIVERSITY OF EDINBURGH TENURED LECTURER IN INTERNATIONAL BUSINESS

The department of Business Studies is currently seeking to fill a full-time lectureship in International Business. The department is one of the oldest Departments of Business Studies in the United Kingdom (1918) and is one of the fastest growing at this prestigious University. Prospective applicants should meet the following requirements:

- 1) A first degree and/or postgraduate qualification in the Business Studies/Management area and/or International Economics.
- 2) The ability to teach courses in the field of International Business in both undergraduate and postgraduate level.
- 3) Evidence of research capability/potential.
- 4) Overseas work experience would be an advantage.

The job offers the opportunity to join a young research oriented team within a friendly working atmosphere. There is also scope for teaching on post-experience courses and consultancy. Applications including the names of at least two referees to:

Professor Simon Cocks, Head of Department, Department of Business Studies, University of Edinburgh, William Robertson Building, 50 George Square, Edinburgh EH8 8JY

Telephone 031-667 1811 Ext 6577 for a discussion of the post (if felt useful). Closing date for applications: 1st April, 1987. Please quote ref no. 1281 (1281)

## University Appointments

**BIRMINGHAM UNIVERSITY**  
**SOCIOLOGY DEPARTMENT**  
**MAJORS IN RACE AND EDUCATION**  
Applications invited for full-time (one year) or part-time (2 years) registration which will permit employed people to remain in post.  
Details: Registrar (Commerce), P.O. Box 363, Birmingham B15 2TT. (35256) 380000

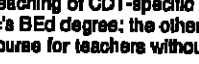
**CANADA YORK UNIVERSITY**  
Faculty of Education, Toronto, Ontario, Canada  
With continued Faculty expansion, York University is interested in attracting scholars of high calibre in a variety of fields. We invite applications for 12 positions of which may be tenure stream or term depending on qualifications and interests:  
(1) and (2) in educational administration, with primary emphasis in the in-service field;  
(3) and (4) in the pedagogical use of computers across the curriculum and across school levels (at least one position including the application of computers to special education);  
(5), (6) and (7) in language and learning, with emphasis on learning disabilities, and on sociolinguistics;  
(8) in science education, primarily in the elementary school curriculum;  
(9) and (10) in pedagogy (curriculum, methods of teaching, language arts, etc.) primarily in elementary education;  
(11) and (12) in foundations, social position in socialisation, classroom interaction and group processes; the second position focused on the social context of curriculum including relations between schools and society, political influences and critical pedagogy.

For all positions preference is given to candidates who have an appropriate mix of a strong record of scholarly and teaching success, successful school-based experience, an appropriate advanced degree or equivalent achievement, demonstrated ability to collaborate with field and university colleagues, and research methodology and/or programme design expertise. Candidates for tenure stream positions must be able to participate in the Faculty's academic, service and pre-service programmes. Appointees will be expected to play a full part in the work of the Department and, where appropriate, will be given an opportunity to contribute to other courses.


**SALARY SCALE:**  
L1 £8,595-£12,516 (bar) - £13,556 per annum  
L2 £12,615-£14,820 (bar) - £15,873 per annum

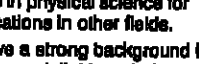
For further details and an application form, to be returned by 18th February 1987, please contact the Personnel Office, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY or ring Bristol 65261 ext. 2218 or 2217.

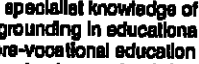
Please quote above reference numbers in all communications.  
Avon is an Equal Opportunities Employer and considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation.  
County of Avon Education Service. (11694)


**Bristol Polytechnic** 


**Bristol Polytechnic** 

**Bristol Polytechnic** 

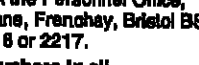
**Bristol Polytechnic** 


**Bristol Polytechnic** 

**Bristol Polytechnic** 


**Bristol Polytechnic** 

**Bristol Polytechnic** 

**Bristol Polytechnic** 

**Bristol Polytechnic** 

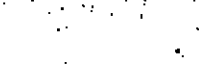
**Bristol Polytechnic** 

**Bristol Polytechnic** 


**Bristol Polytechnic** 


**Bristol Polytechnic** 

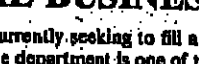
**Bristol Polytechnic** 

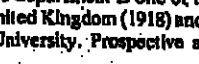
**Bristol Polytechnic** 

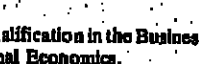
**Bristol Polytechnic** 

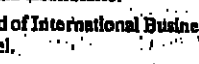
**Bristol Polytechnic** 

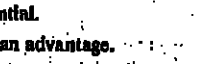
**Bristol Polytechnic** 

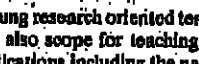
**Bristol Polytechnic** 

**Bristol Polytechnic** 

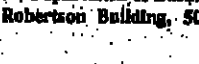
**Bristol Polytechnic** 

**Bristol Polytechnic** 

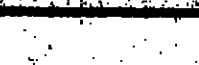
**Bristol Polytechnic** 


**Bristol Polytechnic** 

**Bristol Polytechnic** 


**Bristol Polytechnic** 

**Bristol Polytechnic** 

**Bristol Polytechnic** 

**Bristol Polytechnic** 

**Bristol Polytechnic** 

**Bristol Polytechnic** 

## Adult Education

**RICHMOND UPON THAMES**  
**LONDON BOROUGH OF RICHMOND UPON THAMES**  
(An equal opportunity employer)  
**RICHMOND ADULT & COMMUNITY COLLEGE**  
LI Project Officer in (Two-year appointment) Salary: £5,845 - £11,865 + £1,745 Outer London Allowance

The College requires an LI Project Officer in Numeracy to promote and develop the teaching of numeracy and to develop a resource base and teaching materials. The College has been awarded a two-year grant from the Adult Literacy and Basic Skills Unit for this post. The post holder will be responsible for the development of a numeracy resource base and for the provision of provision for adult students.

Application and further details from: Mrs A. M. Richman, M.A., M.Phil., Richmond Adult & Community College, Clifton Centre, Clifton, Richmond, Middlesex TW9 1ET. Closing date: Friday 27th February 1987. 380000

**SOUTHAMPTON UNIVERSITY OF SOUTHAMPTON**

**DEPARTMENT OF ADULT EDUCATION**

Action Research Project with unemployed adults requires a half time position to take responsibility for curriculum development and follow up educational support of unemployed adults in west Southampton.

Applicants should have experience to tutoring/group work in a community setting and ability to relate to a wide range of people. We are looking for a self-starter who is prepared to work participatively as part of a small team.

Salary: Research Assistant £3,300 per annum on point 28, 29 for 12 months. Hours by arrangement to begin as soon as possible.

Please ring Rennie Johnston, 0703 125, Ext. 3167 to discuss.

Further particulars are available from Mr D.V. Powell, The University, Highfield, Southampton SO9 5NH. Applications should be sent by 28 February 1987. Please quote ref. 82/DV/12725. (48708) 380000

**HILLINGDON**

**EDUCATION DEPARTMENT**

**YOUTH AND COMMUNITY EDUCATION SERVICE**

**2 Posts in Outdoor Education and Sports**

These vacancies have arisen within the service to enable experienced Youth and Community Workers or Teachers.

**OUTDOOR EDUCATION AND SPORTS ACTIVITY CO-ORDINATOR**

JNC 4 (3) £11,772-£13,053 p.a. inclusive of London Weighting

Based at West Drayton Youth Centre. A vacancy has arisen within Outdoor Education Team for a senior member of staff to be responsible for the management of the service and to promote and assist in the organisation of outdoor sports and sports activities within the service. Outdoor sports and sports activities within the service, a Water Sports and Sailing Centre and Canoe Club, there is also a Youth Sports Hall. Applications for qualified Youth and Community Workers or Teachers holding suitable sports and outdoor pursuits qualifications are invited. Ref. 89 192XZ.

For all informal discussions about either post telephone Peter Vint, Youth and Community Education Officer, West Drayton 4408.

Application forms and further particulars available from the Personnel Officer, Civic Centre, High Street, Uxbridge, Middlesex UB8 3UN. Telephone: Uxbridge 80580 (24 hour answering machine available) quoting appropriate reference. Closing date: 28th February 1987.

London Borough of **Hillingdon**

Applications from disabled persons will be welcomed.

**YOUTH AND COMMUNITY SERVICE**

**CAMBRIDGESHIRE COUNTY COUNCIL**

**(EQUAL OPPORTUNITY EMPLOYER)**

**BRETTON VILLAGE COMMUNITY SCHOOL**

Principal, Mr J. J. Griffiths, B.A., M.Ed.

GROUP 11

Required for April, 1987.

Community Education Tutor - Burnham F.S. 1.

An energetic and enthusiastic person to join a team of teachers in the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

This new position arises from the development of the Burnham F.S. 1. team from the Community Education Tutor position. The post holder will be responsible for the development of the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

## EDUCATION DEPARTMENT

Hertfordshire ILT Unit, North Herts College, Cambridge Road, Hitchin, Herts. SG4 0JD

## Adult Education Department Head of Herts ILT Unit Senior Lecturer (£12,615 to £15,873)

The Hertfordshire ILT Unit has a vacancy for a new Head of Unit (Senior Lecturer Grade) to organise and co-ordinate the work of a team providing a range of training and advisory services, for organisations in the public and private sectors relating to the improvement of communication skills, job access, job effectiveness and equal opportunities for people of all ethnic/racial groups in the workplace.

The appointment will be made from 1st April 1987. Further details and application forms from: Principal, Hertfordshire ILT Unit, North Herts College, Cambridge Road, Hitchin, Herts. SG4 0JD. Closing date: 27th February 1987.

**Hertfordshire County Council**  
An Equal Opportunity Employer

**YOUTH & COMMUNITY**

**CAMBRIDGESHIRE COUNTY COUNCIL**

**EDUCATION DEPARTMENT**

**YOUTH AND COMMUNITY EDUCATION SERVICE**

**2 Posts in Outdoor Education and Sports**

These vacancies have arisen within the service to enable experienced Youth and Community Workers or Teachers.

**OUTDOOR EDUCATION AND SPORTS ACTIVITY CO-ORDINATOR**

JNC 4 (3) £11,772-£13,053 p.a. inclusive of London Weighting

Based at West Drayton Youth Centre. A vacancy has arisen within Outdoor Education Team for a senior member of staff to be responsible for the management of the service and to promote and assist in the organisation of outdoor sports and sports activities within the service. Outdoor sports and sports activities within the service, a Water Sports and Sailing Centre and Canoe Club, there is also a Youth Sports Hall. Applications for qualified Youth and Community Workers or Teachers holding suitable sports and outdoor pursuits qualifications are invited. Ref. 89 192XZ.

For all informal discussions about either post telephone Peter Vint, Youth and Community Education Officer, West Drayton 4408.

Application forms and further particulars available from the Personnel Officer, Civic Centre, High Street, Uxbridge, Middlesex UB8 3UN. Telephone: Uxbridge 80580 (24 hour answering machine available) quoting appropriate reference. Closing date: 28th February 1987.

London Borough of **Hillingdon**

Applications from disabled persons will be welcomed.

**YOUTH AND COMMUNITY SERVICE**

**CAMBRIDGESHIRE COUNTY COUNCIL**

**(EQUAL OPPORTUNITY EMPLOYER)**

**BRETTON VILLAGE COMMUNITY SCHOOL**

Principal, Mr J. J. Griffiths, B.A., M.Ed.

GROUP 11

Required for April, 1987.

Community Education Tutor - Burnham F.S. 1.

An energetic and enthusiastic person to join a team of teachers in the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

This new position arises from the development of the Burnham F.S. 1. team from the Community Education Tutor position. The post holder will be responsible for the development of the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

## YOUTH & COMMUNITY

**CAMBRIDGESHIRE COUNTY COUNCIL**

**EDUCATION DEPARTMENT**

**YOUTH AND COMMUNITY EDUCATION SERVICE**

**2 Posts in Outdoor Education and Sports**

These vacancies have arisen within the service to enable experienced Youth and Community Workers or Teachers.

**OUTDOOR EDUCATION AND SPORTS ACTIVITY CO-ORDINATOR**

JNC 4 (3) £11,772-£13,053 p.a. inclusive of London Weighting

Based at West Drayton Youth Centre. A vacancy has arisen within Outdoor Education Team for a senior member of staff to be responsible for the management of the service and to promote and assist in the organisation of outdoor sports and sports activities within the service. Outdoor sports and sports activities within the service, a Water Sports and Sailing Centre and Canoe Club, there is also a Youth Sports Hall. Applications for qualified Youth and Community Workers or Teachers holding suitable sports and outdoor pursuits qualifications are invited. Ref. 89 192XZ.

For all informal discussions about either post telephone Peter Vint, Youth and Community Education Officer, West Drayton 4408.

Application forms and further particulars available from the Personnel Officer, Civic Centre, High Street, Uxbridge, Middlesex UB8 3UN. Telephone: Uxbridge 80580 (24 hour answering machine available) quoting appropriate reference. Closing date: 28th February 1987.

London Borough of **Hillingdon**

Applications from disabled persons will be welcomed.

**YOUTH AND COMMUNITY SERVICE**

**CAMBRIDGESHIRE COUNTY COUNCIL**

**(EQUAL OPPORTUNITY EMPLOYER)**

**BRETTON VILLAGE COMMUNITY SCHOOL**

Principal, Mr J. J. Griffiths, B.A., M.Ed.

GROUP 11

Required for April, 1987.

Community Education Tutor - Burnham F.S. 1.

An energetic and enthusiastic person to join a team of teachers in the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

This new position arises from the development of the Burnham F.S. 1. team from the Community Education Tutor position. The post holder will be responsible for the development of the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.

Further details and an application form available from the Burnham F.S. 1. team, with particular responsibility for work with under 16's.



## EXCITING OPPORTUNITY FOR RECENTLY QUALIFIED TEACHERS

Exciting opportunity for newly qualified teachers to gain teaching experience in South Asia in established schools preparing students for the G.C.E. These schools require qualified teachers from Britain to augment their local staff.

Local rates of pay plus free accommodation and air fare.

Applications/further details:-

Mr. F.H. Garvey-Williams,  
'Buckland', Ideford,  
Newton Abbot,  
S. Devon TQ13 0AY.  
(tel. no. 0626 852630)

(11089)

## KUWAIT ENGLISH SCHOOL

For September 1987

Applications for the following Departments invited:

SENIOR DEPARTMENT - O/A Level/GCSE

HEAD OF COMPUTER STUDIES

HEAD OF HISTORY

HEAD OF MATHS (Economics an advantage)

Teachers of Chemistry, French and General Science.

JUNIOR DEPARTMENT

Specialist MUSIC TEACHER (ability to teach brass instruments preferred)

General Class Teachers TEFL/ESL/COMPUTER experience preferred.

INFANT DEPARTMENT

Specialist TEACHER FOR LANGUAGE DEVELOPMENT

Specialist MUSIC TEACHER

General Class Teachers TEFL/ESL/COMPUTER experience preferred.

Tax free salary, free, furnished air-conditioned accommodation and annual flight home, modern well-equipped building.

Please forward full C.V., recent testimonials, names & addresses of two referees, plus telephone numbers, and a recent photograph to The Principal, Kuwait English School, P.O. Box 8640 Salmiya, 22067, KUWAIT

(12038)

## OVERSEAS POSTS

continued

## The Anglo-Colombiano School

### Bogota, Colombia

This prestigious co-educational day school, offering bi-lingual education to mainly Colombian students, requires the following staff for August 1987:

### Secondary Dept.

- 1) Experienced teacher of English Language & Literature. E.S.L. experience very useful.
- 2) Teacher of Maths.
- 3) Teacher of Geography; Human and Political.

All teaching is to International Baccalaureate or GCE 'A' level.

### Primary Dept.

- 1) Maths Specialist (No gen. sub. teaching). Upper primary (8-11).
- 2) 2 General Subjects teachers (7-11 range). Interest in Science, Maths, Art, P.E. advantageous.
- 3) Pre-school teacher (reception infants). Specialism in English using the communicative approach.

For all primary candidates, a working knowledge of Spanish is a major advantage.

### Terms

Package includes salary, rent allowance and other allowances in range from £8,000 to £12,000 p.a. sterling equivalent. Return flights, medical care.

For further details and application forms contact Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel: 01-734 0161.

Interviews London early April.

(13108)

## Gabbitas-Thring

## SANDFORD ENGLISH COMMUNITY SCHOOL

### ADDIS ABABA, ETHIOPIA

This Independent, Multi-national School requires teaching staff for the 1987/88 session as detailed below.

The School has a student complement of approximately 700 children between the ages of 4 and 18 years in Infant, Junior and Senior Divisions. English base education is provided and the school is a centre for London University GCSE and local examinations. It is expected the school will enter GCSE in 1988.

Applications are invited from well qualified teachers in the following fields, to commence duties from 1st September 1987.

### INFANTS DIVISION

#### CLASS TEACHER

### JUNIOR DIVISION

#### CLASS TEACHERS

SENIOR DIVISION: SUBJECT TEACHERS FOR Art, Biology, French, Games (Two Posts-Boys/Girls), Geography, History, Maths, Music.

### EVENING CLASS DIVISION

#### ENGLISH (TEFL)

Initial contracts are for 2 years and are renewable.

Salaries are in the scale 21,420 - 33,888 Ethiopian Birr gross per annum. The present January 1987 exchange rate is 3.14 Birr equals one (1) pound sterling.

Air transportation with baggage allowance is provided at beginning and end of contract and a return passage is provided to Kenya at mid contract for leave. Furnished accommodation is provided and medical expenses, excluding dental treatment, within Ethiopia are paid by the School. Conditions are favourable for married couples who both teach.

Letters of application, with detailed curriculum vitae including contact telephone number and the names and addresses of two referees should be sent by AIR MAIL to the Headmaster, P.O. Box 30056 M.A. ADDIS ABABA, ETHIOPIA to arrive not later than the March 1987. Interviews will be held in the U.K. in April 1987.

## NEW YORK CITY CHEMISTRY AND PHYSICS

A lively, enthusiastic and experienced teacher required for September 1987 to teach Chemistry and Physics at a well-known, academic Independent School for Girls in New York City. Attractive salary and benefits. Small apartment available.

Applications with Curriculum Vitae and names, addresses and telephone numbers of two referees to Mrs Susan Parsons, St Paul's Girls' School, Brook Green, Hammersmith, London W6 7BS, where interviews will be held in mid-March.

(1308)

## Vocational Training Council HONG KONG

The Council, established in 1982 as a statutory body with the broad objectives of developing technical education and industrial training in Hong Kong invites applications from suitable persons for the following post:

## Senior Lecturer (Fine Optics)

### Qualifications

- (a) a degree in mechanical engineering/production engineering from a Hong Kong or British University; AND (i) a diploma in education plus 6 years relevant post-degree experience; OR (ii) 8 years relevant post-degree experience; (b) corporate membership of an appropriate recognised professional institution (such as the Institution of Mechanical Engineers or Institution of Production Engineers) with an appropriate number of years of membership; OR (c) (i) fulfilled the academic requirements for corporate membership of an appropriate recognised professional institution; OR (ii) a relevant technical qualification PLUS 6 years relevant post-qualification experience in either case. Post-degree/qualification experience refers to experience in fine optics and/or lens manufacture.

### Duties

To teach Post-Form 6 course students in a Technical Institute in optical subjects such as optical design, optical material technology, optical science, optical workshop technology and to take charge of the Optical Study Programmes.

### Conditions

The post attracts a monthly salary of HK\$16,745-HK\$19,970 per month (\$1=HK\$1.90 as of 4 February 1987 but is subject to fluctuation) depending on qualification and experience. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% increment. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% increment. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% increment. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% increment.

### Application

Application forms are obtainable personally or by telephone from the Hong Kong Government Office, 6 Canton Street, London W1X 3LB (Tel. No. 01-499 9821 Ext. 267). The completed application forms should be returned direct to the Executive Director, Vocational Training Council, 16/F, Harbour Centre, 26 Harbour Road, Wanchai, Hong Kong, not later than 6 March 1987.

## OVERSEAS POSTS

continued

### SPAIN

TEACHERS required for 1987/88 session. Spanish teachers required for an established English Medium school. One-year or longer-term contracts. Send C.V. and photo to: La Casa Inglesa, P.O. Box 11, 28005 Madrid, Spain. 460000 (49376)

### SPAIN

TEACHERS required for 1987/88 session. Spanish teachers required for an established English Medium school. One-year or longer-term contracts. Send C.V. and photo to: La Casa Inglesa, P.O. Box 11, 28005 Madrid, Spain. 460000 (49376)

## TANZANIA INTERNATIONAL SCHOOL OF TANGANYIKA LTD DAR ES SALAAM

Required for September 1987:  
ELEMENTARY SCHOOL  
Classroom teachers for infants & juniors (4-11 yrs). Interest & experience in E.S.L. or P.E. advantage with upper juniors.

## SECONDARY SCHOOL

Junior High Principal  
ENGLISH TEACHERS  
(Language and literature to 'O' level and IB, GCSE and/or ESL experience an advantage)

## THEORY OF KNOWLEDGE COORDINATOR

(To teach and coordinate TOK and teach 4 timetable in either English or Social Studies Faculties)

## GEOGRAPHY COORD. OR

(To teach 'O' level and IB, GCSE experience an advantage)

## SOCIAL STUDIES TEACHER

(History & Geography teaching in the JR High School)

## ECONOMIC/BUSINESS STUDIES TEACHER

(To teach 'O' level and IB)

## SPECIAL EDUCATION COORDINATOR

(Remedial/LD Specialist)

## HEAD OF SOCIAL AND COMMUNITY SERVICE

Attractive salary, passages, baggage allowance and housing provided. Singles or teaching couples only.

For further details and an application form, send large S.A.E. to: The Secretary, 25 Hall Lane, Merseyside L31 3DY. (By 23 February)

Interviews throughout U.K. in early March.

(1308)

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## OVERSEAS POSTS

continued

### SPAIN

TEACHERS required for 1987/88 session. Spanish teachers required for an established English Medium school. One-year or longer-term contracts. Send C.V. and photo to: La Casa Inglesa, P.O. Box 11, 28005 Madrid, Spain. 460000 (49376)

### SPAIN

TEACHERS required for 1987/88 session. Spanish teachers required for an established English Medium school. One-year or longer-term contracts. Send C.V. and photo to: La Casa Inglesa, P.O. Box 11, 28005 Madrid, Spain. 460000 (49376)

## TANZANIA INTERNATIONAL SCHOOL OF TANGANYIKA LTD DAR ES SALAAM

Required for September 1987:  
ELEMENTARY SCHOOL  
Classroom teachers for infants & juniors (4-11 yrs). Interest & experience in E.S.L. or P.E. advantage with upper juniors.

## SECONDARY SCHOOL

Junior High Principal  
ENGLISH TEACHERS  
(Language and literature to 'O' level and IB, GCSE and/or ESL experience an advantage)

## THEORY OF KNOWLEDGE COORDINATOR

(To teach and coordinate TOK and teach 4 timetable in either English or Social Studies Faculties)

## GEOGRAPHY COORD. OR

(To teach 'O' level and IB, GCSE experience an advantage)

## SOCIAL STUDIES TEACHER

(History & Geography teaching in the JR High School)

## ECONOMIC/BUSINESS STUDIES TEACHER

(To teach 'O' level and IB)

## SPECIAL EDUCATION COORDINATOR

(Remedial/LD Specialist)

## HEAD OF SOCIAL AND COMMUNITY SERVICE

Attractive salary, passages, baggage allowance and housing provided. Singles or teaching couples only.

For further details and an application form, send large S.A.E. to: The Secretary, 25 Hall Lane, Merseyside L31 3DY. (By 23 February)

Interviews throughout U.K. in early March.

(1308)

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## SAUDI ARABIA

English Teachers required for prestigious private school in Saudi Arabia for boys and girls. B.A. Ed. certification and min. 1 year experience required. TEFL background preferred. Salary and housing provided. Start August 1987. Interviews in London. February 27th to March 3rd. (48147) 460000

## OVERSEAS POSTS

continued

### SPAIN

TEACHERS required for 1987/88 session. Spanish teachers required for an established English Medium school. One-year or longer-term contracts. Send C.V. and photo to: La Casa Inglesa, P.O. Box 11, 28005 Madrid, Spain. 460000 (49376)

### SPAIN

TEACHERS required for 1987/88 session. Spanish teachers required for an established English Medium school. One-year or longer-term contracts. Send C.V. and photo to: La Casa Inglesa, P.O. Box 11, 28005 Madrid, Spain. 460000 (49376)

## TANZANIA INTERNATIONAL SCHOOL OF TANGANYIKA LTD DAR ES SALAAM

Required for September 1987:  
ELEMENTARY SCHOOL  
Classroom teachers for infants & juniors (4-11 yrs). Interest & experience in E.S.L. or P.E. advantage with upper juniors.

## SECONDARY SCHOOL

Junior High Principal  
ENGLISH TEACHERS  
(Language and literature to 'O' level and IB, GCSE and/or ESL experience an advantage)

## THEORY OF KNOWLEDGE COORDINATOR

(To teach and coordinate TOK and teach 4 timetable in either English or Social Studies Faculties)

## GEOGRAPHY COORD. OR

(To teach 'O' level and IB, GCSE experience an advantage)

## SOCIAL STUDIES TEACHER

(History & Geography teaching in the JR High School)

## ECONOMIC/BUSINESS STUDIES TEACHER



# Director of Education

Salary Scale £27,642  
(by £690 x 4) - £30,402 p.a.

Applications for this post, which will become vacant on 30th June, 1987 are invited from candidates who are graduates of a British University and have appropriate teaching experience and substantial educational administrative experience in a major and progressive local authority. The successful applicant will be responsible for the organisation and administration of the County Council's function as Local Education Authority and will be a member of the Chief Officers' Management Team.

Application forms, which must be returned by 28th February, 1987, and further particulars are available from the Chief Executive and Clerk, County Hall, Durham DH1 1UL or by telephone on Durham (0385) 84411, Ext. 2486.

Durham County Council  
is an equal opportunity employer.



## OVERSEAS POSTS continued

### UNITED ARAB EMIRATES

#### AL RABEEH SCHOOL

We require nursery, junior and infant teachers for September 1987. Shared air conditioned accommodation, annual leave with fare paid to London. Tax free salary, gratuity after two years.

Application by hand written letter with full V names of two confidential referees, two references and a photograph. Interviews in March.

Replies to: Mrs S.A. Marriot, c/o 18 Palmers Square, Hove, East Sussex BN3 2JB. (039419) 460000

### SPAIN

Head Teacher required for English Pre-School (2-5 years) opening in Valencia, September 1987.

Experienced people please send C.V., photograph, a.s.o. to: Joe No. 168 0066, Priory House, St John's Lane, EC1M 4BX. (0472) 460000

### SUMMER TEACHING JOBS IN AMERICA

Work on American children's camps, mid June to end August. See ad under 'Holidays and Accommodation' (35444) 460000

### TEACH OVERSEAS

JOINT INTERNATIONAL EDUCATORS' INSTITUTE

And receive its quarterly newspaper featuring overseas U.S. and international school staff recruitment ads, advice and other significant benefits.

Write to: TIE U.K. Coordinator, 20 Lindfield Road, Ealing, London W5 1QR, England. (01823) 460000

## WEST GERMANY

The British High School Bonn advertised on 23/1/87 for 3 full time positions. This advertisement was incorrect and should read:

1) English to A level/Some English

2) Mathematics to A level

3) Chemistry to A level with lower maths

Applications with full C.V. and three references to: Head of Administration, British High School, Gintelsstrasse 50, 5300 Bonn 2. Further details on request. 460000

## WEST GERMANY

BRITISH EMBASSY PREPARATORY SCHOOL Bonn

Required for September 1987

Class Teacher for 4th year Juniors (10-11 years)

Class Teacher for 2nd year Secondary (12-13 years) specialising in Maths and Science

Class Teacher for 1st year Secondary (13-14 years) specialising in Maths and Science

Class Teacher for 1st year Secondary (13-14 years) specialising in English and History

Class Teacher for 1st year Secondary (13-14 years) specialising in Art and Design

Class Teacher for 1st year Secondary (13-14 years) specialising in Music

Class Teacher for 1st year Secondary (13-14 years) specialising in Physical Education

Class Teacher for 1st year Secondary (13-14 years) specialising in Modern Languages

Class Teacher for 1st year Secondary (13-14 years) specialising in Religious Education

Class Teacher for 1st year Secondary (13-14 years) specialising in Citizenship

Class Teacher for 1st year Secondary (13-14 years) specialising in Personal, Social and Health Education

Class Teacher for 1st year Secondary (13-14 years) specialising in Information Technology

Class Teacher for 1st year Secondary (13-14 years) specialising in Design and Technology

Class Teacher for 1st year Secondary (13-14 years) specialising in Home Economics

Class Teacher for 1st year Secondary (13-14 years) specialising in Art and Design

Class Teacher for 1st year Secondary (13-14 years) specialising in Music

Class Teacher for 1st year Secondary (13-14 years) specialising in Physical Education

Class Teacher for 1st year Secondary (13-14 years) specialising in Modern Languages

Class Teacher for 1st year Secondary (13-14 years) specialising in Religious Education

Class Teacher for 1st year Secondary (13-14 years) specialising in Citizenship

Class Teacher for 1st year Secondary (13-14 years) specialising in Personal, Social and Health Education

Class Teacher for 1st year Secondary (13-14 years) specialising in Information Technology

Class Teacher for 1st year Secondary (13-14 years) specialising in Design and Technology

Class Teacher for 1st year Secondary (13-14 years) specialising in Home Economics

Class Teacher for 1st year Secondary (13-14 years) specialising in Art and Design

Class Teacher for 1st year Secondary (13-14 years) specialising in Music

Class Teacher for 1st year Secondary (13-14 years) specialising in Physical Education

Class Teacher for 1st year Secondary (13-14 years) specialising in Modern Languages

## SPAIN

ALPHA COLLEGE Marbella

Applications are invited for the following posts commencing 1.9.87:

1) Infant and Junior Teachers

2) Senior School Teachers for all subjects and levels from 12-18

3) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

4) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

5) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

6) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

7) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

8) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

9) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

10) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

11) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

12) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

13) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

14) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

15) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

16) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

17) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

18) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

19) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

20) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

21) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

22) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

23) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

24) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

25) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

26) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

27) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

28) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

29) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

30) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

31) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

32) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

33) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

34) Applications with full C.V. and three references to: C.V. College, Alameda de las Colonias, 29660 Marbella, Málaga, Spain.

## OXFORDSHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

Nursery places for children aged 4 months to 2 years may be available at the Nursery in Oxford.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

Applications to: The Nursery, Oxford City Council, 100, Cornhill, Oxford OX1 1JF.

## DEPARTMENT OF EDUCATION AND SCIENCE

# HM INSPECTORS OF SCHOOLS

HM Inspectors provide a service of professional advice to the Secretary of State. Duties primarily involve inspecting educational institutions and writing reports, but also include consulting with and advising local authorities on the basis of inspection.

The Inspectorate is presently seeking someone qualified in the field of Business Studies, with knowledge and recent experience of the applications of information technology and/or computing.

You should have appropriate qualifications and normally at least ten years' teaching experience, some of which should preferably have been in a managerial role. An informed interest in current educational thought and practice, especially in further education colleges and/or secondary schools is desirable.

Knowledge of the Welsh language would be an advantage.

Starting salary is within the range £18,020 to £24,300. Promotion prospects.

Relocation expenses within a maximum of £5000 may be payable.

For further details and an application form (to be returned by 4 March 1987) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

## WELSH OFFICE - SWYDDFA GYMREIG

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

## DIRECTORATE OF EDUCATION - CAREERS SERVICE

# Careers Officer

Scale 5 (QUALIFIED OFFICER)

Salary: £8,391 to £9,216 plus

£738 London Area Allowance per annum

Applications are invited for the post of qualified Careers Officer who must be in possession of, or likely to obtain, the Diploma in Careers Guidance or its equivalent. The successful applicant will undertake the full range of duties in the Careers Service, including advisory work in Schools, work with employers and work under the Youth Training Scheme.

Many aspects of the Careers Service work are computerised and therefore an interest in computer systems is necessary, although training will be given. The Bexley Careers Centre is situated in the centre of Bexleyheath and forms part of the new Civic Offices development. It is a modern up-to-date office and has 18 Careers Officers and 10 Support Staff.

Application forms and further details available from: Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN (Telephone: 01-303 7777 Ext. 542/543). Closing date 27th February, 1987.

This is a re-advertisement, previous applicants will be considered and need not re-apply.

(12027)

## Bexley London Borough

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

## County Education Department

# ADVISER FOR SECONDARY EDUCATION (Based at Dorchester)

Salary within Southbury Range: Burnham Head-teacher Group 8 £18,785 by increments to £18,773.

Applications are invited from well-qualified teachers or lecturers who have held senior management responsibilities or gained equivalent experience in schools or colleges.

This is a new post as the third member of the Secondary Phase Team within the county.

The person appointed, from 1 September 1987, will be expected to share in the work of the Team and to collaborate with curriculum, support and other phase advisers, with particular responsibilities in a designated group of schools in the western area of the authority.

Avail full driving licence is essential.

Application forms, returnable by 27 February 1987, and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ on receipt of a foolscap a.s.o. Please quote post CO316X.

(12004)

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 488561 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

Applications for the post of HM Inspector of Schools should be sent to the Civil Service Commission, Alencon Link,



## ADMINISTRATION - GENERAL

### THE NATIONAL NURSERY EXAMINATION BOARD

**EXAMINATION OFFICER**  
This is a demanding post which requires a considerable amount of initiative and the ability to work under pressure. The postholder will have to be a team player and experienced in educational administration.

Salary: NJC (AFT) grade NO1 - £13,066.  
Information brochures about this post to Helen Bentley, Admin Officer on 01-837 5458/9.

Further details from: NNEB, 25-31 Euston Road, London NW1 2SD to whom applications must be sent by 23rd February 1987.

The Board is an Equal Opportunity Employer. (484671) 500000

## Child Care

### NORFOLK

**MARRIED HOUSE PARENTS MUST FOLLOW OWN EMPLOYMENT**  
Candidates must be responsible for a small group of young people. Personal qualities more important than previous experience or qualifications. Must have a degree or equivalent qualification in the relevant subject and a minimum of four years relevant teaching experience.

Further information and application forms may be obtained from The Visual Arts Department, The Associated Examinations Board, 25-31 Euston Road, London NW1 2SD. Salary: £13,066. (484671) 500000

## Educational Psychologists

### BEDFORDSHIRE

**EDUCATION SERVICE**  
An Educational Psychologist is required from 1st September 1987. The Education Office, Luton. Candidates must have an Honorary Degree in Psychology (or equivalent), at least two years teaching experience, and have completed appropriate nongraduate training. Salary: £13,066. (484671) 500000

### HAMPSHIRE

**EDUCATION AUTHORITY**  
EDUCATIONAL PSYCHOLOGIST  
Applications are invited from fully qualified Educational Psychologists for two vacancies, one in North-East and one in North-West Hampshire. Applications should be sent to the Education Office, 25-31 Euston Road, London NW1 2SD. Salary: £13,066. (484671) 500000

### UNIVERSITY OF CAMBRIDGE

### LOCAL EXAMINATIONS SYNDICATE

The Syndicate invites applications from suitably qualified people for Assistant Examinerships in the following two new subjects, which will be examined for the first time in November 1987:

### GCE ADVANCED LEVEL

### MANAGEMENT OF BUSINESS

### PRINCIPLES OF ACCOUNTING

Applicants should be between 25 and 65 and have a minimum of three years' teaching experience. Application forms can be obtained from:

The Secretary,  
Syndicate Buildings,  
1 Hills Road,  
Cambridge,  
CB2 2RU

## Examiners

### THE ASSOCIATED EXAMINING BOARD

The Board invites applications for ASSISTANT EXAMINERS to join the GCE examination in June 1987.

### ORDINARY LEVEL

ART (116) and ART & DESIGN (118) - Art Papers.

DESIGN (117) and ART & DESIGN (118) - Design Option 01: Textiles - Design Option 02: 3-Dimensional Design - Design Option 03: 3-Dimensional Problem Solving.

### ADVANCED LEVEL

ART-PAINTING (603) and ART & CRAFTS (605) - Art Papers.

ART & CRAFTS (605) - Option 08: Pottery - Practical.

ARTS & CRAFTS (605) - Option 08: Pottery - Practical. Option 04: Fabric Printing - Practical. Option 05: Lettering & Calligraphy - Practical. Option 12: Sculpture - Practical.

Applicants for each area must have a degree or equivalent qualification in the relevant subject and a minimum of four years relevant teaching experience.

Further information and application forms may be obtained from The Visual Arts Department, The Associated Examinations Board, 25-31 Euston Road, London NW1 2SD. Salary: £13,066. (484671) 500000

### Miscellaneous

### CHESTER

**CHESTER CATHEDRAL**  
Require LAY CLERK, Alto, Tenors & Basses to enlarge the men's section. Salary £2,000 p.a.  
Further details from: The Cathedral, Abbey Street, Chester CH1 3JF. (Application forms to be in by March 1987) (48557) 500000

### DIOCESE OF LINCOLN

### DIOCESE DIRECTOR OF EDUCATION

Post vacant 1st July 1987 through retirement of Canon Graham Neville. Open to Anglican communicants, ordained or lay, with broad experience and competence across the whole educational field. The Director will serve as Secretary to the Board of Education & Training and to the Higher & Further Education Committee. Particular interest in IFE an advantage. To lead Team including Schools Administrator and three Parish Education Officers combining various responsibilities with territorial responsibilities.

Particulars and application form from: The Bishop's Office, Lincoln Diocese Education Centre, Bishop Grosvenor College, 25-31 Euston Road, London NW1 2SD. (484671) 500000

### UNIVERSITY OF CAMBRIDGE

### LOCAL EXAMINATIONS SYNDICATE

The Syndicate invites applications from suitably qualified people for Assistant Examinerships in the following two new subjects, which will be examined for the first time in November 1987:

### GCE ADVANCED LEVEL

### MANAGEMENT OF BUSINESS

### PRINCIPLES OF ACCOUNTING

Applicants should be between 25 and 65 and have a minimum of three years' teaching experience. Application forms can be obtained from:

The Secretary,  
Syndicate Buildings,  
1 Hills Road,  
Cambridge,  
CB2 2RU

**FREELANCE AND FAST-UP**  
ARTISTS able to originate work and work designs. Experienced in all aspects of producing and designing. Work to specification. Experience of Foreign Languages an advantage. Please send C.V. to: All Languages Ltd, 91-93, Tottenham Court Road, London EC1 4TL. Tel: 739 4943/4. (484671) 500000

### LONDON

### HEAD OF FINANCE & ADMINISTRATION

Non to £25,000  
For a large and distinguished national charity, the responsibility for managing the accounts and administration functions of the Council and its supporting committees. You must be extensively experienced in these areas and have a relevant professional qualification or its equivalent. Please write to John Robins, Rel. 18 622, Coggers & Lyall, 100, Strand, London WC2R 0JL. (484671) 500000

### NATIONAL EDUCATIONAL INFORMATION SERVICE (NERIS)

Required to assist with the creation and preparation of records for the NERIS database. Assistant Editors will be involved in taking information from teaching materials from information providers and converting it into the NERIS record. Expertise in cross-curriculum areas as well as individual subject specialisms will be welcome.

Training and support will be provided by the NERIS development team.

Applications are invited from teachers, librarians or lecturers who are prepared to work in their own time on a number of different tasks. Fees will be paid on a sliding scale according to the nature of the work undertaken.

For further information and an application form, please write to: The Director, NERIS, Marylebone College, Leighton Street, Woburn, MK17 2JQ. enclosing a.s.e. (48515) 500000

### PRACTISE YOUR LANGUAGE

Stay in France, Germany, Italy, Spain, Portugal, Greece, etc. Also Perm/Temp. Au Pair places in France, Germany, Italy, Spain, Portugal, Greece, etc. With CHOICE OF FAMILY. LIES, CHARM, & FUN. HOST & GUEST SERVICE. 2001, Kingsway, London NW1 1AA. SW6 2DX. Tel: 731 0540. (37021) 500000

### LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

**EAST ANGLIAN EXAMINATIONS BOARD**  
LONDON REGIONAL EXAMINATIONS BOARD  
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD  
GENERAL CERTIFICATE OF SECONDARY EDUCATION (MATURE) EXAMINATION

### Appointment of Chief Examiners

Applications are invited for the following appointments for the June 1988 examination. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the addresses indicated below to which completed application forms should be returned by 13 March 1987.

### GEOGRAPHY PHYSICS

Details from: The Secretary, East Anglian Examinations Board, The Linde, London Road, Colchester CO3 3RL

### ART AND DESIGN COMPUTER MATHEMATICS COMMUNITY STUDIES

Details from: The Secretary, London Regional Examinations Board, Lyon House, 104 Wandsworth High Street, London SW18 4LP

### BIOLOGY CHEMISTRY ECONOMICS ENGLISH HISTORY RELIGIOUS STUDIES

Details from: The Secretary, University of London School Examinations Board, Savoy House (Room 215), 32 Russell Square, London WC1B 5DN. (1160) 500000

### DIOCESE OF LONDON

### Willersden Episcopal Area, Ministry Training Scheme

### APPOINTMENT OF A PRINCIPAL

This new post will have responsibility for setting up and developing a Ministry Training Scheme to train lay people in a wide variety of ministry.

Applicants should have some managerial skills, experience in education and training methods and design with an ability to apply them in different situations including UPA's.

The post is open to clergy or lay people who are communicant members of the Church of England.

The salary for an ordained person will be equivalent to that of an incumbent and for a lay person in the range of £11,000-£15,000. Housing will be provided for an ordained person (in Uxbridge) and assistance with housing for a lay person will be considered. The appointment will be for a period of five years (renewable). Assistance will be given with removal and relocation expenses.

For further details write to: The Archdeacon of Northolt, 71 Gayton Road, Harrow, Middlesex HA1 2LY.

Closing date for application is March 6th, 1987.

# We need teachers who can remain calm under fire as well as in the classroom

It's a tall order, we know. But then, we're not merely offering you a choice of schools.

In the Army, you'll teach young recruits and experienced soldiers who wish to qualify as tradesmen.

You'll coach officers who have to pass examinations for promotion and for entry to the Staff College.

You may well teach British troops abroad or perhaps Gurkhas and locally enlisted soldiers in Hong Kong.

This makes you as important as any of our other officers.

You'll have the same status, the same opportunities for promotion, the same levels of pay.

We think it only fair, therefore, that you should prove yourself their equal as an officer. Six months at Sandhurst will give you the chance.

Although it won't be your main concern, you'll have to prove that you can lead men and, if it comes to the crunch, carry out operational duties.

After Sandhurst and a spell at the Royal Army Educational Corps' own training centre, you'll take up your first teaching post.

Your starting salary, depending on your qualifications, will be between £8,037 and £13,155, back dated to the day you joined.

## Army Officer

## THE CBI EDUCATION FOUNDATION

Invites applications for the post of

## DIRECTOR NORTHERN AREA UNDERSTANDING BRITISH INDUSTRY (UBI)

UBI is a Project sponsored by the CBI Education Foundation to improve the understanding of industry and wealth creation among teachers in secondary schools, and to improve the understanding of the education system of those working in business.

For a number of years UBI has mainly concentrated its Northern area operations in the North West region, and with considerable success. We are now extending our coverage to provide similar support to all local education authorities in the Northern area and it will be the responsibility of the Area Director to achieve this objective with the backing of a small team of seconded personnel from industry and education.

Applications are invited from candidates who have achieved a senior position in either education of business and have good experience and knowledge of the other. Imagination, initiative and the ability to manage a team are important qualities. The post will be based in the Leeds/Bradford area and the salary is negotiable around £16,000. A car is provided and there is a contributory pension scheme.

Application forms, which must be returned by 2 March, are available from:

Operations Director  
UBI  
Sun Alliance House  
New Inn Hall Street  
OXFORD OX1 2QE  
Telephone: Oxford (0885) 722585

Secondment will be considered (minimum three years).

For further details write to: Lieutenant Colonel FGN Stigge, MSc, RAEC, Recruiting and Liaison Staff, Dept P707, RAEC Centre, Wicks Park, Beaconsfield, Bucks HP9 2RQ. Enquiries are invited from both male and female applicants.

The Armed Forces are Equal Opportunity Employers under the terms of the Race Relations Act 1976.

Applications will be particularly welcome from those resident in the following BTED regions:

1-North-West, West Yorkshire and Isle of Man  
2-North, North-East and Humberside  
3-South Midlands and North Wales, and  
4-East Angles and Northern Home Counties

Training and full support will be provided by our centrally and field-based staff.

Please write (postcards preferred) for an application form and further details to: Moderation Section, BTED, Berkshire House, 166-172 High Holborn, London WC1V 7AG.

(0147) 670000

## Moderators

### (PART-TIME, FOR COURSES LEADING TO FIRST AWARDS IN BUSINESS AND FINANCE)

The Business & Technician Education Council is looking for additional Moderators to visit centres in England, Wales and Northern Ireland.

The Moderator is a vital link in helping to establish and maintain the standard of Council awards by monitoring the operation and vocational relevance of BTED courses. Moderators are expected to visit approved centres regularly during term time and will usually need to devote at least 10 days a year to this activity. Fees and expenses will be paid.

BTED is keen to extend its moderator force by recruiting more people from industrial, commercial, as well as educational, environments specifically in the area of Business and Finance. They should have current experience in education, training and/or employing young people and be particularly sensitive to the standards required by employers of young people at work.

Applications would be particularly welcome from those resident in the following BTED regions:

1-North-West, West Yorkshire and Isle of Man  
2-North, North-East and Humberside  
3-South Midlands and North Wales, and  
4-East Angles and Northern Home Counties

Training and full support will be provided by our centrally and field-based staff.

Please write (postcards preferred) for an application form and further details to: Moderation Section, BTED, Berkshire House, 166-172 High Holborn, London WC1V 7AG.

(0147) 670000

## SECRETARIAL STUDIES PUBLISHER

Applications are invited for the above post to work as part of the Secretarial and Business Education Division of Pitman Publishing.

The successful candidate should:

1. have teaching experience in schools or FE, together with a detailed understanding of curriculum issues within the subject areas of typewriting, word processing, Pitman shorthand, Information Processing and secretarial practice;

2. be able to demonstrate the ability to assess market needs, search out suitable authors and handle projects through all stages from inception to publication.

Located at Covent Garden, London WC2, the position offers the salary benefits and opportunities linked to a responsible post with one of the world's leading publishers in Secretarial and Business Education.

Please write with full CV to: Suzie Bloom, Personnel & Administration Officer, Pitman Publishing, 128 Long Acre, London WC2E 9AN (Tel: 01-379 7383).

Education Northamptonshire

welcomes applications from graduates of tertiary studies, age, race and disability.

For further details write to: The Archdeacon of Northolt, 71 Gayton Road, Harrow, Middlesex HA1 2LY.

Closing date for application is March 6th, 1987.

For further details write to: The Archdeacon of Northolt, 71 Gayton Road, Harrow, Middlesex HA1 2LY.

Closing date for application is March 6th, 1987.

For further details write to: The Archdeacon of Northolt, 71 Gayton Road, Harrow, Middlesex HA1 2LY.

Closing date for application is March 6th, 1987.

For further details write to: The Archdeacon of Northolt, 71 Gayton Road, Harrow, Middlesex HA1 2LY.

Closing date for application is March 6th, 1987.

For further details write to: The Archdeacon of Northolt, 71 Gayton Road, Harrow, Middlesex HA1 2LY.

Closing date for application is March 6th, 1987.

For further details write to: The Archdeacon of Northolt, 71 Gayton Road, Harrow, Middlesex HA1 2LY.

## MISCELLANEOUS

continued

## SUMMER TEACHING JOBS IN AMERICA

Work on American children's camps mid June to end August; see ad under 'Holidays and Accommodation' (48440) 660000

## TWENTY YEARS TO MAKE A HEADMASTER

A daunting prospect. Particularly when you consider that even though you probably won't be earning half as much as many of the 'Allied Dumb' teachers, you haven't twenty years to spare. Call John Newman, 21, Ladbroke Grove, London W2 1AD, on 01-515 6922. (48555) 660000

## WE SEEK TEACHERS

Trained in secretarial/ computer studies, to produce audio visual cassette courses in their spare time. This is an excellent opportunity offering immediate earnings plus potential for long term income after completion. Courses include: RSA typing, audio, shorthand, book keeping, word processing, spreadsheet etc. Details, write or call Lionheart Publications, Sandhurst Lane, Bexhill-on-sea, TN39 4RH. Tel: 04243 2351. (48525) 660000

## Peripatetic Posts

BUCKINGHAMSHIRE MILTON KEYNES AREA Equal Opportunity Employer NORTH BUCKS MUSIC CENTRE

Sherwood Drive, Blatchley, Milton Keynes MK5 5DR. Required a permanent part-time teacher of percussion to work 3 hours on Saturday mornings. A comprehensive knowledge of symphonic percussion is required. Candidates may be asked to contribute to another subject area in their teaching i.e. piano and/or theory. We offer a salary for qualified teachers of £7.65 per hour. Travelling expenses (return from home to music school) also paid.

Further information and application forms can be obtained from the Head of Centre, P.A. Stevenson on receipt of a f60p, stamped addressed envelope. (48525) 670000

## SUFFOLK COUNTY COUNCIL

### COUNTY MUSIC SCHOOL

Required April 1987, at the beginning of the summer term, a FULL-TIME PERIPATETIC VIOLIN/VIOLA TEACHER. A post of 30 hours per week in the Southern Area of Suffolk.

Application forms and further details are available from the Senior Instrument Tutor, County Music School, Bilton Lane, Ipswich, IP4 3HT. S.A.O. please. (48765) 670000

## GRADUATES

## WE'RE LOOKING FOR THE CRYPTIC FACTOR.

What do crossword experts and Tax Inspectors have in common? Quite a lot actually. We've found over the years that the graduates who do well with us are those who enjoy getting to grips with puzzles and problems. They are the people with highly-developed reasoning powers and intellectual rigour. And that isn't surprising when you consider what the job entails.

We are looking for people who can analyse complex circumstances. We don't pretend that learning the necessary skills and diplomacy to agree tax liabilities, investigate evasion and negotiate settlements is an easy undertaking, but it could hold a very promising future. After a few months training you will be accepting your own casework, and making your own decisions. Subject to successful progress, you can expect your first promotion within 4-5 years. Eventually, you can look forward to running your own tax district.

You must be under 36 with a first or second class honours degree in any subject or an acceptable equivalent. Final year students may apply. Salary according to qualifications and experience starts from £7320 rising to £24,300. Working in Central London you would receive £18,700 on your first promotion. Beyond this there are opportunities for promotion to the most senior levels in the Civil Service. Salaries are higher in London. Training can normally begin at an office in the area of your choice.

To find out more and for an application form please write to the Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours). Please quote ref: A/87/320/283.

The Civil Service is an equal opportunity employer

1 2 3 4 5

6 7 8 9 10 11

12 13 14 15 16 17 18 19 20 21 22

23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200

201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300

301 302 303 304 305 306 307





**SUMMER JOBS IN AMERICA**  
Children's summer camps in America are seeking  
boys and girls aged 10 to 16 for the 1976 season.

live with and watch sports, craft, drama, music etc to children, from 6 of June thru mid-June August. Return flight, visa, food & accommodation plus \$300 \$350 pocket money arranged for those with relevant experience in working with children. For further details of this great opportunity to work and travel in the USA, contact: Tom Edwards, Benscamp, 232 Marshall Bridge Road, London SW14 1AU. Tel: 01-830 0344.

SECRET

**ACTIVE FAMILY  
HOLIDAYS**  
Teach your family holidays at  
Lakeland. For colour brochure  
Tel. 06336 YMCA NATIONAL  
CENTRE  
31756 LAKESIDE (ST)  
ULVERSTON  
CUMBRIA LAKE HUB  
(11589)







North Devon coastline, midway between the old village of Bristleton and the sea, is a place where the landscape, the hotel offers spectacular scenery and unimpaired views over Monte point and the Atlantic Ocean to Lundy Island. Combragate and Graia beaches are a few minutes' walk and Barmston famous shell beach and Woodlomes nukes of golden sands are a short walk away. Two fine golf courses, Horse-Riding, Surf-fishing, Surfing and Wind-Surfing are all close at hand plus a variety of recreational and circus and repertory theatre and cinema.

We are now accepting bookings for 1987 on Bed and Breakfast, or Bed Breakfast and Evening Meal basis. Many rooms have En-suite facilities

licence with a comfortable bar lounge. Special rates for senior citizens and children under 13 plus

**Please write now to Lundy House Hotel, Morthoe, Woolacombe, North Devon, or telephone (0271) 870372 for colour brochure and tariff.**

**NORMANDY Gîtes de France cottages. Coastal/rural. Brochure. Tel: 0922 20278. (34304) 840000**

\_\_\_\_\_

**THE SMALL SCHOOL.** Hartland, N. Devon, offers groups up to 19 a most comfortable and interesting accom. during school holidays at reasonable rates. Full range of educational & recreational activities available. Write Eric a.o. for brochure or telephone 03574 672 1484561. **£80000**

**School Visits**

**BOURNEMOUTH** Ideal centre  
for school visits e.g. Nautical  
environmental general in-

**Home Exchange  
Holidays**

**AUSTRALIA**

**FRENCH AND GERMAN EXCHANGES  
OR PAYING GUEST VISITS**

Do you want your children to improve their French or German? We arrange home-to-home exchanges (or Paying Guest visits) to suit ages, background, interests and personality. Very personal service.

Write: Dorena International,  
Springfield, MA 01107.

731  
0000

\_\_\_\_\_



